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ABSTRACT

Designed to assist teachers of the handicapped in individualizing student instruction, this book contains a practical, field-tested organization and administrative plan of action, examples interspersed throughout its chapters, and many tasks and activities designed to assist teachers in diagnosing, prescribing, and evaluating individual student performances. Chapter 1 presents an overview of present program status with emphases and outcomes related to four important variables--the teacher, the student, the program, and the curriculum. Chapter 2 readdresses the four variables, with emphasis on changes needed to apply the diagnostic-prescriptive teaching/learning process. The third through sixth chapters again address each of the variables (one chapter for each variable). Each variable is discussed in depth and each chapter contains many guidelines and practical examples which can be put into use immediately by the teacher. The book also contains 4 appendices, a bibliography, 4 tables, and 20 figures to illustrate its points. (JMK)

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DIAGNOSTIC PRESCRIPTIVE # 2: APPLYING THE TEACHING/LEARNING PROCESS TO PHYSICAL EDUCATION

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PREFACE

Diagnostic Prescriptive #2: Applying The Teaching/Learning Process To Physical Education was written with two purposes in mind. First, it is a response to the request of many teachers of the handicapped who purchased its predecessor, Diagnostic-Prescriptive Motor Ability and Physical Fitness Tasks and Activities for the Normal and Atypical Individual. They, specifically, requested more tasks and activities which have been "task analyzed."

I deem the second purpose for writing the text more important — helping teachers to improve the quality of their regular physical education programs. My rationale is two-fold:

1. Philosophically, I believe it is our responsibility as physical educators to nurture the growth and development of "physically educated individuals."
2. And from a pragmatic standpoint, I believe that the costs of existing programs and their resulting outcomes are not economically justifiable.

My concerns have been expressed by many of my colleagues. They have urged me to address the issue — individualization of instruction in the unrestricted program. Is it feasible, given the constraints that exist? I really don't know. However, of one thing I am sure, we as professionals can make great strides in improving our program offerings. What's the old saying, "Where there is a will, there is a way."

However, one needs more than the "will to improve." The contents of Diagnostic-Prescriptive #2 have been structured to assist you in your efforts:

- Chapter I presents an overview of present program status, with emphases and outcomes related to four important variables — the teacher, the student, the program and the curriculum.
- Chapter II readdresses the four variables. However, the emphasis is placed on the changes needed to apply the diagnostic-prescriptive teaching/learning process.
- Chapters III-VI again address each of the variables (one chapter for each variable). Each variable is addressed in depth. The chapters are replete with guidelines and practical examples which can be put into practice immediately.

The main strengths of the text are (1) the practical field-tested organization and administration plan of action, (2) the examples which are interspersed throughout the chapters, and (3) the wealth of tasks and activities which have been designed to assist teachers to diagnose, prescribe and evaluate individual performance.

Is the approach recommended feasible? Can it be used to assist individuals in our regular physical education classes? I'll leave that decision up to you. Of one thing I am sure: use of any aspect(s) of the text will improve the quality of your physical education program.

ACKNOWLEDGEMENTS

Diagnostic-Prescriptive #2: Applying the Teaching/Learning Process to Physical Education is the culmination of a lifelong desire........to translate my personal philosophy into specific tangibles which teachers can use to individualize instruction. I have had the urge to put my convictions into words for many years. However, for one reeson or another, I kept procrastinating.

Fortunately, I have three professional colleagues who have constantly supported my views and urged me to "speak out." Further, the exemplary models of professionalism that they personified added coals to the fire. To my personal friends and associates who helped to cultivate my personal philosophy, I am totally indebted:

.Sal Abitanta, School Program Coordinator, Somerset County Office of Education, NJ Department of Education.
Sal: "Thank you for your constant support and encouragement. I shall always remember the enthusiastic, dedicated leadership you have provided members of our profession in New Jersey."

.Dr. David Bilowit, Professor, Special Education, Kean College of New Jersey.
Dave: "I can only repeat that which I have said oftentimes...David Bilowit is the most knowledgeable individual in the area of Adapted Physical Education in New Jersey. Having you at my side these many years has been a blessing. You have spurred me on whenever my energy started to ebb. Thank you."

.G. "Buzz" Buzzelli, Chairman, Health and Physical Education Dept., Monmouth College, New Jersey.
"Buzz": "You have probably had the greatest influence on my philosophy. As a result of your wise counseling, constructive remarks and infectious personality, I have reflected upon and modified my original, biased views. I shall always cherish our relationship."

There is another population that I am obliged to recognize...the many outstanding, dedicated physical educators who are presently individualizing their instructional programs. Throughout the text, I have included some of their names. However, there is a larger group that remains anonymous only because text space was limited. To those leaders in the field, I extend my gratitude for their professionalism and the permission granted to publish their innovative ideas.

And finally, an author may conceive an idea, but it will only remain an idea unless he has a team that provides "the brick and mortar." I have been blessed with such a team..... Jean Harmer, Margaret Campbell, Gail Sathmary and Ruth Trachtenberg. Thank you very much for reviewing my manuscript and preparing the same so that it was legible for publication.

Thomas M. Vodola, Ed.D.

DEDICATION

The most valuable resource a country has is not minerals, land, or other material things. Our most precious resource is our youth. This has been and always will be my personal belief.

However, beliefs must be "put into action." Throughout my life, I have endeavored to do so by making all decisions in terms of that which was in the best interest of my students. I have constantly taxed their potentials and abilities to ensure maximum growth — for they are our leaders of tomorrow.

When dealing with teachers, I have used a similar approach. I have demanded that they measure up to high aspirational standards — to ensure that they provide their students those essentials needed to cultivate leadership.

This commitment to our youth must start as at an early age. With that thought in mind, I dedicate this text to my three grandchildren — my most precious possessions. To Gina Marie Vodola, I give you my love and affection and charge you with the responsibility of always striving to establish rapport with members of the human race. To my grand-daughter Lisa Ann Vodola, I entrust an insatiable desire for perfection. May you always strive to achieve the ultimate. And finally, to my granddaughter Eileen Marie Gulian, I commit a constant quest for knowledge and truth. May you have an insatiable appetite for learning.

Gina Marie Vodola

Eileen Marie Gulian

Lisa Ann Vodola

Fulfillment of your responsibilities will accomplish two goals: (1) you will assume your roles as tomorrows's leaders, and (2) you will help to improve the quality of life in our wonderful country.

With love and affection

"Pop Pop."

TABLE OF CONTENTS

CHAPTER PAGE

I PRESENT STATUS OF PHYSICAL EDUCATION PROGRAMS, EMPHASES AND OUTCOMES 1
    Present Status: The Path of Self-Destruct 1
    The Teacher: A Technician 2
    The Student: A Passive Recipient of Knowledge 2
    The Program: Loosely Structured and Non-Evaluative 3
    The Curriculum: The Reason for Our Existence 3
    Summary Remarks 4

II CHANGES NEEDED TO APPLY THE DIAGNOSTIC-PRESCRIPTIVE PROCESS 5
    The Teacher Role: A Learning Catalyst 5
    The Student Role: Active Involvement in the Learning Process 7
    The Program: A Plan Which Focuses on the Individual 8
    The Curriculum: A Vehicle for Nurturing the Development of the Physically Educated Individual 10
        Task analysis 10
        Scope and sequencing 11
    Summary Remarks 12

III THE NEW ROLE OF THE TEACHER: GUIDELINES AND EXAMPLES 13
    Develop a Student-Centered Philosophy 13
    Assume Your New Role as a Partner in the Teaching/Learning Process 17
    Initiate the Diagnostic-Prescriptive Process 20
        Step #1: gather information 20
        Step #2: make decisions 22
        Step #3: prescribe individual programs 22
        Step #4: evaluate performance 25
        Step #5: personalize instruction 28

Stimulate the Total Development of Your Students 30

Summary Remarks 33

IV THE NEW ROLE OF THE STUDENT: ASSUMPTIONS AND IMPLICATIONS 35

Assumption: Acceptance of Responsibility 36

Assumption: The Ability to Explain and Demonstrate the Basic Concepts of Physical Education 37

Assumption: The Availability of Decision-Making and Leadership Opportunities 39

Summary Remarks 41

V AN ORGANIZATIONAL AND ADMINISTRATIVE PLAN OF ACTION 42

Organizational Guidelines 42

Gymnasium set-up 43

Student learning experience 44

Supplies and equipment 44

Administrative Guidelines 45

Record-keeping 45

Instruction 46

Teacher role 46

Examples of Individualized Instruction Within a Group Setting 47

1. Elementary level, focus: individualized physical fitness 48
2. Junior-senior high school level, focus: individualized physical fitness 50
3. Junior high school level, focus: individualized weight training/figure control 53
4. Senior high school level, focus: advanced basketball 57
5. Junior high school level, focus: introduction to gymnastics 60

6. Senior high school level, focus: advanced weight training/figure control unit 63

Implications of an Individualized Educational Plan (I.E.P.) for Organization and Administration 66

Summary Remarks 66

VI. CURRICULUM STRUCTURE AND TASKS AND ACTIVITIES WHICH FOCUS ON THE INDIVIDUAL 70

Section A: Curriculum Structure 70

Introduction 70

Sample curricula materials 71

k-2, example #1 71

k-2, example #2 72

grades 3-6, example #1 72

grades 3-6, example #2 72

grades 7-9, example #1 73

grades 7-9, example #2 73

grades 7-9, example #3 73

grades 7-9, example #4 74

grades 10-12, example #1 74

grades 10-12, example #2 75

grades 10-12, example #3 75

Some added considerations regarding curriculum structure 75

Section B: Tasks and Activities 78

Introduction 78

Task-analyzed tasks and activities 79

Scope and sequenced tasks and activities 170

Summary Remarks 176

EPILOGUE 177

APPENDIX PAGE

A TARGET POPULATION, GRADE LEVEL, HANDICAPPING CONDITION AND INSTRUCTIONAL GROUPING 178
B TASK ANALYSIS: MOTOR, PERCEPTUAL-MOTOR, COGNITION PHYSICAL FITNESS AND SPORTS SKILLS 187
C LEVELS OF LEARNING 195
D SAMPLE CURRICULUM STRUCTURE 198

BIBILIOGRAPHY 202

TABLES

IV-I STUDENT ACQUISITION OF THE BASIC CONCEPTS 38
V-I APPLYING THE DIAGNOSTIC-PRESCRIPTIVE PROCESS TO THE I.E.P. 68
VI-I STUDENT VALUES DERIVED FROM PHYSICAL EDUCATION PARTICIPATION 77
VI-II CRITERIA FOR SELECTING TASKS AND ACTIVITIES FOR ATYPICAL POPULATIONS 81

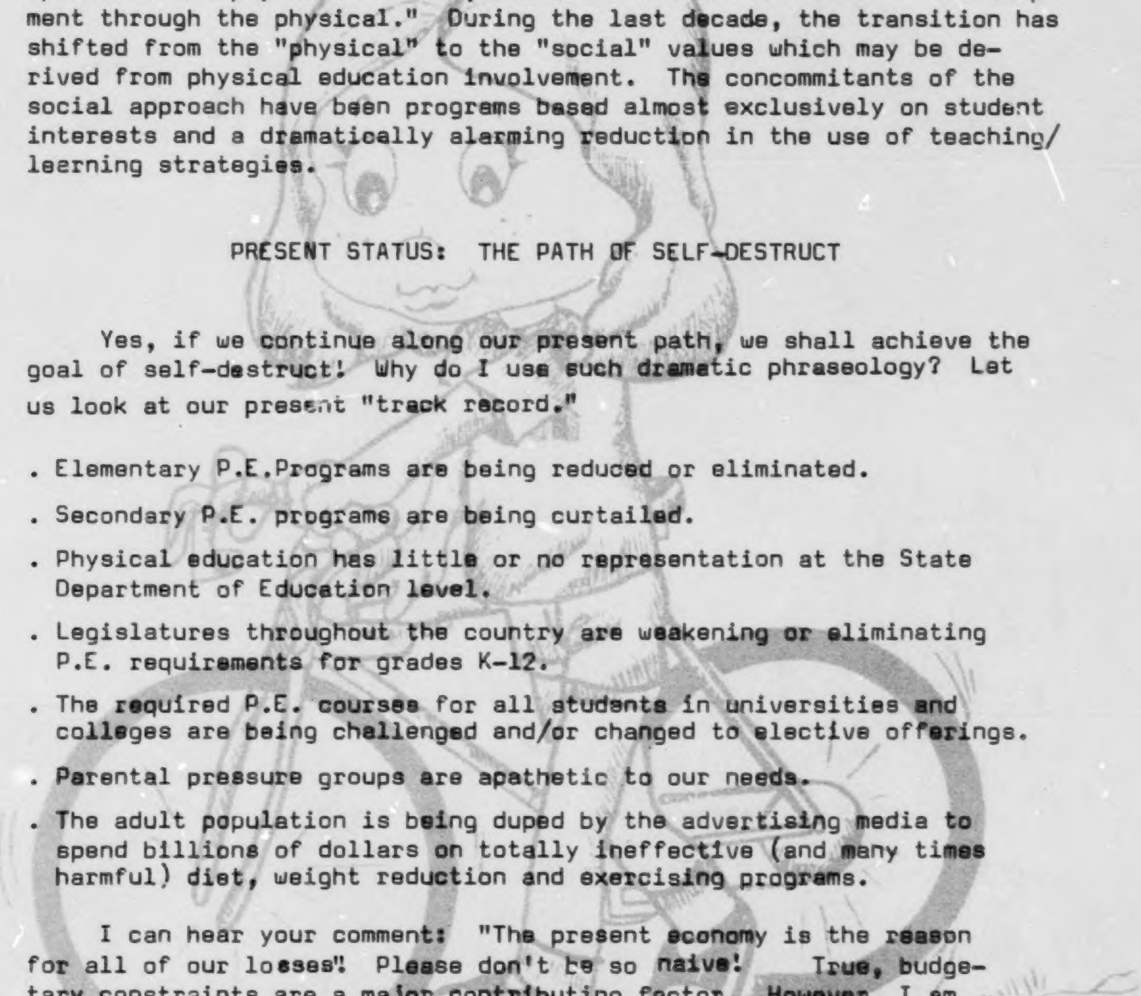
FIGURES

3-1 DIAGNOSTIC-PRESCRIPTIVE ANALOGY 20
3-2 AN INDIVIDUAL PHYSICAL FITNESS PROFILE 23
3-3 A PHYSICAL FITNESS DEVELOPMENTAL CURVE: STATIC ARM HANG 23
3-4 MOTOR ABILITY PROGRESS PROFILE: CLASS RANKING 26
3-5 COMPARISON OF PHYSICAL FITNESS COMPOSITE MEAN SCORES: GRADES K-5 AND SPECIAL EDUCATION 27
3-6 PROPORTIONAL GAIN BY GRADE LEVEL: COMPOSITE PHYSICAL FITNESS 27
4-1 THE CHANGING ROLE OF THE STUDENT IN EDUCATION 35
5-1 MOTOR LEARNING STATION SET-UP 43
5-2 PHYSICAL FITNESS STATION SET-UP 43
5-3 INDIVIDUAL PHYSICAL FITNESS CARD 48
5-4 ARM STRENGTH LEARNING CENTER 49
5-5 CIRCUIT TRAINING PHYSICAL FITNESS CARD 51

5-6 INDIVIDUAL ACTIVITY CARD 54
5-7 INDIVIDUAL WEIGHT TRAINING/FIGURE CONTROL STATIONS 55
5-8 ADVANCED BASKETBALL LEARNING STATION 58
5-9 ATTACKING 2-3 ZONE DEFENSE 59
5-10 GYMNASTICS LEARNING STATION 61
5-11 INSTRUCTIONAL CUE CARD 61
5-12 INSTRUCTIONAL CUE CARD (CONT'D) 62
5-13 INDIVIDUAL WEIGHT TRAINING/FIGURE CONTROL CARD 64

CHAPTER I

PRESENT STATUS OF PHYSICAL EDUCATION PROGRAMS, EMPHASES AND OUTCOMES



During my lifespan in physical education, I have seen many program transitions. In my early years, the emphasis was on "the development of the physical." Then, there was a shift in focus — "development through the physical." During the last decade, the transition has shifted from the "physical" to the "social" values which may be derived from physical education involvement. The concommitants of the social approach have been programs based almost exclusively on student interests and a dramatically alarming reduction in the use of teaching/learning strategies.

PRESENT STATUS: THE PATH OF SELF-DESTRUCT

Yes, if we continue along our present path, we shall achieve the goal of self-destruct! Why do I use such dramatic phraseology? Let us look at our present "track record."

- Elementary P.E.Programs are being reduced or eliminated.
- Secondary P.E. programs are being curtailed.
- Physical education has little or no representation at the State Department of Education level.
- Legislatures throughout the country are weakening or eliminating P.E. requirements for grades K-12.
- The required P.E. courses for all students in universities and colleges are being challenged and/or changed to elective offerings.
- Parental pressure groups are apathetic to our needs.
- The adult population is being duped by the advertising media to spend billions of dollars on totally ineffective (and many times harmful) diet, weight reduction and exercising programs.

I can hear your comment: "The present economy is the reason for all of our losses"! Please don't be so naive! True, budgetary constraints are a major contributing factor. However, I am firmly convinced that the primary reason for our dire straits is the general public's misunderstanding of what physical education stands for. Why the misunderstanding? Simply because our programs have been geared to teaching content, not individuals. And more important, we are not graduating "physically educated" individuals.

Let me clarify the image problem (as I see it) in terms of four variables:

1. The teacher's role in the teaching/learning process.
2. The student's role in the teaching/learning process.
3. Program organization and administration.
4. The role of content in the teaching/learning process.

THE TEACHER: A TECHNICIAN

The following behaviors/characteristics are manifested by the typical physical educator:[1] He/she:

- Develops or uses a curriculum based almost exclusively on activities and student interests.
- Teaches in terms of "what and how" — and seldom if ever emphasizes the "why."
- Views students as the recipients of knowledge, not partners in the learning process.
- Minimally tests students due to conviction that evaluation is a waste of activity time.
- May test sporadically; the purpose: to issue a grade or award an emblem.

Outcomes. The teacher is not viewed as an educator, but rather as a technician. At best, he/she is considered a specialist in teaching activities and games. (Games and activities are important, but they are not the reason for our existence.) This all-pervasive image of physical educators permeates most schools and communities.

THE STUDENT: A PASSIVE RECIPIENT OF KNOWLEDGE

Given the role of the present-day teacher, how does the student perform? Moreover, how does he/she view physical education? General student reaction to our role; he/she:

- Performs that which is requested rotely, or is disruptive.
- Is not creative.
- Does not develop his/her intellectual capabilities.
- Does not develop leadership capabilities.
- Views physical education as a series of games and activities.

Outcomes. Students are passively involved in the learning process. They see no value in participation in physical activity other than the possible joys derived from the same. They are not physically educated individuals — thus the likelihood is that they will either not participate in physical activity during their adult years, or they may participate in commercial programs which may be detrimental to their well-being.

---

[1] As with any normal curve, there are extremes (i.e., teachers who perform above and below the typical level. However, it is contended that the great mass of teachers manifest many of the attributes cited.

THE PROGRAM: LOOSELY STRUCTURED AND NON-EVALUATIVE

The present trend in physical education programming is to set up a variety of activities within one teaching station. The general organization and administration characteristics which prevail include:

- The lack of prerequisite course requirements. (Elective options are provided without ascertaining whether the students have mastered the basic skills needed to enhance success.)
- Minimal pre-assessment of student performance.
- Individual programs based almost exclusively on student choice.
- The lack of a sequential series of performance objectives.
- Little if any formative feedback by the teacher (i.e., feedback which will improve performance).
- Virtually no summative evaluation of student performance (i.e., concrete data or information which details the behaviorial changes that occurred).

Outcomes. With no pre-planned structure, nor carefully planned follow-up activities, the outcomes are varied, but consistent in one sense — detrimental to physical education as a discipline. Some of the outcomes emanating from said environment:

- Physical education viewed as a relaxation period interspersed between the academically rigorous disciplines.
- Enjoyment is the sole value which may be derived from physical education.
- Physically uneducated students who do not possess the knowledges, attitudes and skills necessary to make sound decisions relative to use of their leisure time during adulthood.

THE CURRICULUM: THE REASON FOR OUR EXISTENCE

If one were to travel from school to school, he/she would find little variance in curricular content. Curriculum development is generally the result of patching together a variety of games and sports skills on a seasonal basis. Other existing curriculum indicators:

- Objectives expressed in terms of content or activity.

Examples:

- . The development of sportsmanship.
- . The development of cardiorespiratory endurance.

. Units in grades K-12 devoid of any semblance of "scope and sequencing."

. Content and skill mastery viewed as the "critical ends" of physical education.

. Content coverage viewed as more important than skill mastery. (Two-, three-, and four-week units seldom provide the practice time necessary to achieve the stated objectives.)

. Evaluation (when included) used for grading purposes.

Outcomes. From the indicators, I draw the conclusion that content is the reason for our existence. Our primary goal seems to be — to teach activities, games and sports as the important "end" of physical education. That is the only conclusion that can be drawn because most curricula do not at any time talk about the learner and his/her needs and strengths.

There is another important outcome — student and community negativism directed toward P.E. (Maybe the word "negativism" is too strong — then, at least passiveness toward P.E.) Student reaction is seldom positive because he/she sees no intrinsic values in physical activity. Parents, on the other hand, cannot understand why their children must master skills related to team sports. Or, why their children must attain such standards as climbing a 20' rope to the top. We have a reason — content, not the student, is important.

SUMMARY REMARKS

Physical education as a discipline is virtually non-existent! Rather, it is a conglomerate of activities, games and sport skills which are required of our students. Presently, little emphasis has been placed on the "education" in physical education and consequently we are on the path of "self-destruct." Self-destruct because:

1. The teacher views his/her role as the all important dispenser of knowledge.
2. The student is viewed as the least important part of the educational tripartite (teacher-content-student) — as the recipient of knowledge deemed appropriate for him/her. (Or, the student is given the false impression that he/she is most important by virtue of the fact that he/she can select activities of choice.)
3. The instructional program is completely non-structured. The curriculum is viewed solely as a vehicle for achieving skill mastery.

CHAPTER II

CHANGES NEEDED TO APPLY THE DIAGNOSTIC-PRESCRIPTIVE PROCESS

In Chapter I, I've painted a rather dismal picture of our profession. And, it's possible that my application of the theory of cognitive dissonance has turned you off.[1] I hope not. My intention was to provide you, the reader, with a realistic overview of our profession.

The indicators I used to clarify the four important variables (teacher, student, program and content) by necessity had to be specific. Admittedly, there are variants of behavior, attributes and characteristics. Many of our teachers are doing an excellent job of teaching; however, they have not improved our lot because they have placed minimal emphasis on learning. If our ultimate goal is nurturing the growth and development of physically educated individuals, then it behooves us to place equal emphasis on learning.

Let me now readdress the four variables — from the standpoint of the changes needed. (Note: This chapter shall only provide an overview of what we must do. Chapters III-VI will provide detailed guidelines for applying the teaching/learning process to regular physical education.)

THE TEACHER ROLE: A LEARNING CATALYST

Changing teacher behavior is a difficult task! Changes cannot be mandated. He/she must be a believer of that which is proposed. Here goes my effort. I shall endeavor to convince you of the values you will derive from my proposed changes.

1. You must change your philosophy of physical education to be consistent with that of all educational disciplines — the student must be our most important reason for existing. Every decision we make must be based on "what's good for students."

In my later teaching years, I switched from an autocratic to a student-centered philosophy.[2] The change created dramatic results! The class atmosphere was warm and friendly. My students were highly motivated. Disciplinary problems diminished. In fact, teaching became a joy rather than an arduous task. I can assure you that application of the philosophy will result in your deriving similar values. The term "teacher burn-out" will become non-existent.

---

[1] The theory posits that one can be shaken out of his/her lethergy via use of a series of irritating remarks.

[2] Please do not misconstrue the term. Use of a student-centered approach does not imply teacher permissiveness. It means that all decisions are based on student needs, strengths and interests in that order. Many times your decisions will be unpopular because they are based on needs which your students disagree with.

2. You must modify your teaching methodology so that it addresses equally teaching and learning. One implication is that you place considerable emphasis on "why" of that which you teach.
   Rationale: An explanation of why an individual should perform a task will positively impact on subsequent learning.

3. You must change your teaching role from that of the leader to that of a partner in the teaching/learning process. This role change has varied implications:

- Student assumption of more class responsibilities.
- The provision of more student leadership opportunities.
- The creation of an atmosphere which is conducive to critical thinking and creativity.
- Your new duties shall be to guide, assist, stimulate, serve as a resource person, and evaluate student performance.

4. You must adopt a variety of diagnostic-prescriptive strategies which provide explicit evidence of student behaviorial changes (learning). Implications:

- The use of informal assessment techniques on a daily basis (formative evaluation).
- The use of formal evaluation techniques (i.e., pre-and post-testing) to determine behaviorial changes.
- You must disseminate said information to the school/community.

If you incorporate change #'s 2-4 in your teaching, you will derive a wealth of personal values. (I've clustered #'s 2-4 because they all relate to "learning.")

- Your students will be much more knowledgeable about that which is being taught. This knowledge will reflect on you the teacher.

  Example: I was teaching a "Figure Control" lesson to a group of girls and discussed and explained adipose tissue, skinfold measurements, prediction of body weight and nutritional index. Two of my students were overheard discussing the implications of the program for themselves in a Beauty Salon. A parent stated, "Is that something you learned in Science." The students responded, "No, we were taught those terms in physical education."

- Affording students more responsibilities and leadership will provide you with more time to teach and assist students in the performance of their assignments.

  Example: Never officiate a class game; rationale: (1) you are taking a leadership opportunity away from your students, and (2) it is difficult for you to assist students when preoccupied with the whistle.

- You will be respected as an educator because you will be able to provide students, parents, the administration and the community with concise evidence of each individual's needs, strengths and progress.

  Example: Many years ago as Director of Health and P.E., I mandated K-12 motor ability and physical fitness testing of all students, grades K-12.[1] The staff was unhappy with the decision and expressed their displeasure because of the extra burden placed upon them. However, the sequel was very positive; teacher feedback indicated they received many positive comments from parents.

THE STUDENT ROLE: ACTIVE INVOLVEMENT IN THE LEARNING PROCESS

The student role change required is interwoven with the role change of the teacher. Essentially, that which is needed is the creation of an environment which maximally involves the student in all facets of the program. Some of the essential ingredients and student behaviors needed include:

1. Standardized rules, regulations and requirements for all classes.[2] Students must be made cognizant of that which is expected of them and the penalties pertaining to violations thereof. Caution: There should be consistency in applying said policies and the penalties imposed should be educationally sound.
2. Student acceptance of and compliance with, class responsibilities. Assumption of responsibilities, in a sense, is preparation for life. Further, one cannot become an effective leader if he/she has not been a follower.[3]
3. Student assumption of a variety of leadership tasks.

   Examples:

   - Critiquing one's performance and that of classmates.
   - Creating new and original tasks and activities.
   - Serving as "lead" or assistant teacher.
4. Student cognizance and application of the following levels of learning:
   - Knowledge
   - Comprehension
   - Application
   - Analysis

---

[1] The mandate was necessary after the democratic process was applied because staff members could not see the value of testing.

[2,3] All-too-often there is an assumption that active, meaningful involvement only applies to decision-making opportunities. Nothing could be further from the truth. Meaningful involvement implies involvement at both ends of the continuum.

- Synthesis
- Evaluation

(Most of our present teaching strategies require students to regurgitate that which has been learned [knowledge level] .) If we are to nurture the physically educated individual, we must help him/her to develop a battery of critical thinking skills.)

5. Student use of inductive reasoning (i.e., given a variety of fragmented bits of information, the student can formulate a logical conclusion).
6. Student internalization of the basic concepts which undergird a sound physical activity program. Many of us are guilty of fragmenting our approach to physical activity. We teach specifics, but we do not address the important underlying principles.

THE PROGRAM: A PLAN WHICH FOCUSES ON THE INDIVIDUAL

Effective teaching/learning requires a teacher be knowledgeable, enthusiastic, have excellent rapport with students and be competent in explaining and demonstrating a gamut of skills and strategies. No one can deny that those factors are important. However, all of that expertise will be for naught if we do not "package" our total efforts to achieve that which is desired.

> Example: A director of a physical education program contacted my office and requested assistance. He proceeded to extol the virtues of his staff and his total program. Then, he commented, "I need assistance in structuring my program so that I can convey the values being derived to the school/community."

The example cited is commonplace. The director was implying that he and his staff had not developed a plan of action. Herewith presented is a structural format which will enable you the teacher to document the values being derived from your program.

Step #1: Formulate your philosophy of physical education, with special emphasis on the values students will derive from involvement.

Examples:

- Physical activity contributes to development of motor proficiency.
- Physical activity contributes to growth and development.

Step #2: Develop overall curriculum plan, using the values derived as grade level or unit headings.

Examples:

- Grades K-2, physical activity contributes to the development of motor proficiency.

Step #3: Review your overall plan to ensure that the "scope" of the curricula includesall of the values cited and that lessons for different grade levels have been "sequenced."

Example:

- If "Motor Proficiency" is the central theme for grades K-2, be sure that the behaviorial outcomes are sequenced from the simple to the more complex.

(Note: The lack of logical sequencing of outcomes and tasks is one of the major criticisms of existing programs.)

Step #4: Task analyze all of the activities, tasks and sports units you plan to use to determine the values to be derived by participation therein.

Examples:

- A unit on "Weight Training" or "Figure Control" contributes to growth and development, thus it should be subsumed under Physical Activity Contributes to Growth and Development.
- "Movement Education" contributes to motor proficiency, thus it should be categorized under Physical Activity Contributes to Motor Proficiency.

Step #5: "Plug in" units under the appropriate value headings. (You now have the structure for your overall program.)

Step #6: Design a structural format for each unit that is to be taught. Consideration should be given to:

- The formulation of specific learner outcomes.
- The pre-activity evaluation tools which will be used.
- The supply items and facility lay-out needed to individualize instruction.
- The content materials which will be used to enhance outcome achievement.
- The safety factors which should be stressed.
- The teacher's role.
- The student's role.
- The determination of individual progress at the end of the unit.

Step #7: Develop a "Dissemination Plan" for sharing program values derived with students, parents, teachers, administrators and the community-at-large. (Another present program weakness—many physical educators are not conveying this information to the school/community.)

Examples of Dissemination Strategies:

- Physical education report cards.
- Assembly demonstrations.
- Presentations to parent organizations.
- End-of-year reports to the administration/board of education.
- Articles in professional journals, lay publications and newspapers.

THE CURRICULUM: A VEHICLE FOR NURTURING THE DEVELOPMENT OF THE PHYSICALLY EDUCATED INDIVIDUAL

Let me start by stating that "program" and "curriculum" are closely interrelated. However, for explanatory purposes, I shall define them as two separate entities. The term "program" is used to describe an overall structural format for that which we plan to do. "Curriculum," on the other hand, is viewed as the specific content which is to be plugged into the structural format.

Whenever I have the opportunity to address members of our profession, at some point or other, I touch upon one of our glaring inadequacies -- the teaching of content as the important "end." Frequently, I pose the question, "How does teaching content as the end differ from using content as a vehicle to achieve an end?" In most cases, the question is followed by absolute silence. The teachers, seemingly have no conception of the difference. Possibly an example will clarify the difference.

> Example: Given, a student is required to dribble a soccer ball in and out of a series of obstacles, followed by kicking the ball at a target. The teacher who views the activity as the important "end" will state that the student is being taught two soccer skills. A student-centered teacher always thinks in terms of the values which will be derived by the student. Therefore, she views the skills of dribbling and kicking as a "means to an end" (i.e., improving the student's eye-foot coordination and accuracy).

When explained, thusly, to teachers, they retort that there really is no difference -- both teachers are teaching. However, I contend there is an important difference. Focusing on outcomes which address learner needs and strengths reinforces our role as educators; whereas the teaching of skills conveys the impression that we are technicians.

You may quarrel with the teacher-technician distinction that I've presented. Possibly this facet of my argument will convince you. When a teacher focuses on the values derived from physical activity, he/she, in turn, is conveying to the students involved the "why" of physical education. Thus the approach helps to nurture the development of the "physically educated individual." And, that should be our ultimate goal!

Use of "activity as a means to an end" poses a problem for teachers; it presupposes that we have mastered two content-related skills — "task analysis" and "scope and sequencing." The remaining sections of this chapter provide guidelines for changing our approach to content.

Task Analysis

If we are to convey to students the values inherent in the activities we teach, we must be competent in task analysis (that is, analyzing an activity to ascertain the values that can be derived therefrom). Let me cite an example:

> When giving a presentation to a group of Special Educators, one teacher requested assistance. He cited that he taught mentally retarded boys, ages 11-13. He added, "Would you recommend wrestling for this group?" (Note: He viewed activity as the important end.) My retort was that I really couldn't answer his question because I did not know anything about the needs, strengths and interests of his students. I went on to explain that if his students needed to develop, muscular strength, muscular endurance, cardiovascular endurance, agility, balance and reaction time, then he should prescribe wrestling.

In the example cited, I task analyzed wrestling. Do you want a a very meaningful assignment? At your leisure, make a list of all of the activities, tasks and sport skills you teach. Then for each item, identify the primary and secondary values derived therefrom.

Example: Task Analysis of Rope Skipping.

. Primary value: cardiovascular endurance.

. Secondary value: muscular endurance

(To increase the validity of the values identified, it is suggested that several staff members perform the same assignment. Then, collate and average the results.)

Scope and Sequencing

I, referred to "scope and sequencing" when I addressed program changes needed. The terms still have the same meaning, except as it applies to any one task. Simply defined it means, "Given a task, break the task down into its discrete elements — ordered from the very simple to the most complex performance level."

Example: Scope and Sequencing of Rope Skipping.

1. Jump in place, arms at side.
2. Jump in place, rotating arms overhead.
3. Jump in place and rotate rope at the side of the body with one arm.
4. Jump rope, with emphasis on timing (i.e., jumping as rope touches floor).
5. Jump rope continuously

Example: Catching a Ball

1. Teacher - student or two students sitting on floor. facing each other with legs wide apart. Roll large ball back and forth.
2. Same position: bounce the ball back and forth.
3. Kneeling position: bounce the ball back and forth.

4. Standing position: bounce the ball back and forth.
5. Standing position: lob the ball (underhand) back and forth.
6. Standing position: throw the ball (overhand) back and forth.
7. Repeat the sequence: vary the shapes and sizes of the balls and increase the distance between partners.

Here goes your next assignment. Once again review all of the tasks, activities and skills you include in your program. However, this time, sequence each item. The assignment is time-consuming, but its value will be lasting.[1] Not only will it enhance student learning, it will enable you to diagnose individual performance and to determine appropriate student entry levels.

SUMMARY REMARKS

Physical education can be one of the most meaningful disciplines in the school curriculum. However, to achieve that status, physical educators must infuse diagnostic-prescriptive teaching/learning in their total offerings. To accomplish the task necessitates some radical changes. The changes include:

- A complete change in educational philosophy — from that of teacher -, or content-centered teaching to student-centered teaching.
- A refocusing of energies and strategies so that we accord equal emphasis to learning and teaching.
- A restructuring of the classroom environment so that the student becomes a partner in the learning process.
- The designing and implementation of a program master plan which includes the following critical elements:
  - A curriculum which focuses on the values students will derive from physical activity.
  - Lesson plans which include strategies for diagnosing, assessing, prescribing and evaluating individual performance.
- A disseminating plan which will ensure that the student values derived will be shared with all members of the school-community.

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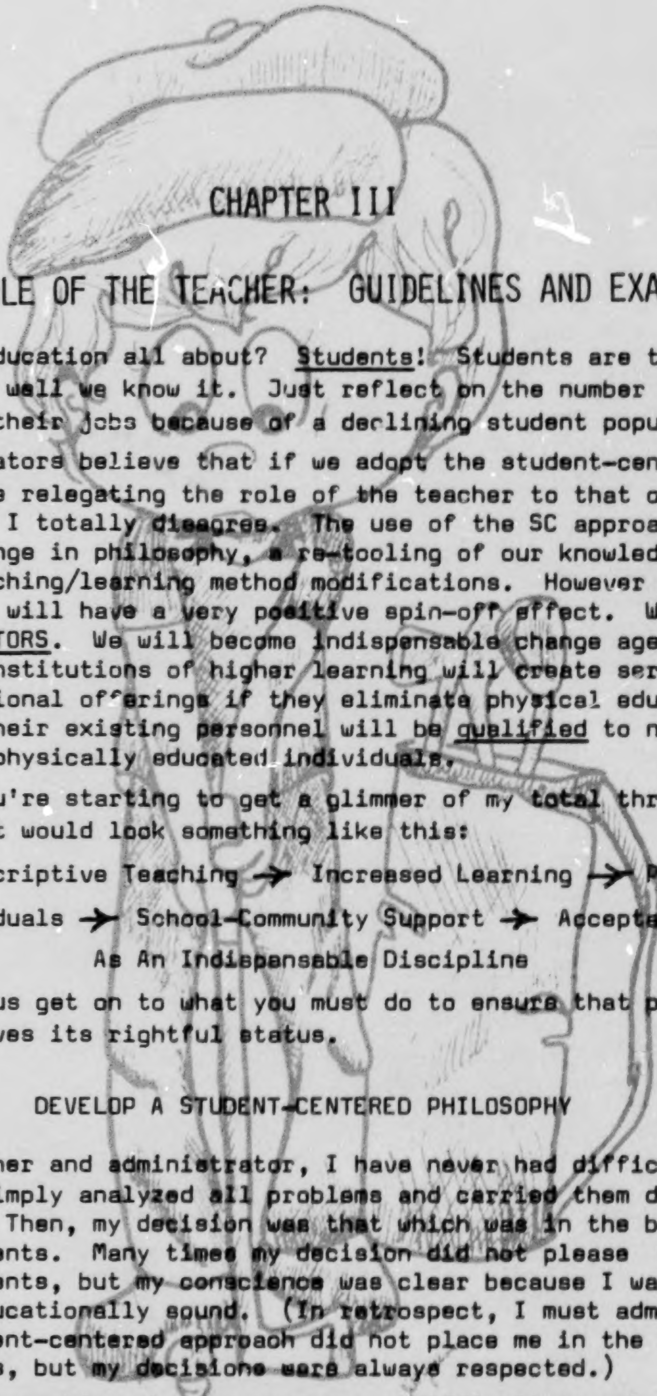
[1] To assist you, I have included in Chapter VI a group of activities which have been task analyzed and sequenced by teachers in the field.



CHAPTER III

THE NEW ROLE OF THE TEACHER: GUIDELINES AND EXAMPLES

What is education all about? Students! Students are the reason we exist. (How well we know it. Just reflect on the number of teachers that have lost their jobs because of a declining student population.)

Many educators believe that if we adopt the student-centered (SC) approach, we are relegating the role of the teacher to that of a second class citizen. I totally disagree. The use of the SC approach does require: a change in philosophy, a re-tooling of our knowledges and skills, and teaching/learning method modifications. However acceptance of our new role will have a very positive spin-off effect. We will be viewed as EDUCATORS. We will become indispensable change agents. School districts and institutions of higher learning will create serious voids in their educational offerings if they eliminate physical educators because none of their existing personnel will be qualified to nurture the development of physically educated individuals.

Good! You're starting to get a glimmer of my total thrust. In paradigm form it would look something like this:

Diagnostic-Prescriptive Teaching → Increased Learning → Physically Educated Individuals → School-Community Support → Acceptance of P.E. As An Indispensable Discipline

Now, let us get on to what you must do to ensure that physical education achieves its rightful status.

DEVELOP A STUDENT-CENTERED PHILOSOPHY

As a teacher and administrator, I have never had difficulty making decisions. I simply analyzed all problems and carried them down to the student level. Then, my decision was that which was in the best interest of my students. Many times my decision did not please my staff members or students, but my conscience was clear because I was sure the choices were educationally sound. (In retrospect, I must admit that use of the student-centered approach did not place me in the fore of any popularity poles, but my decisions were always respected.)

My decision-making choices were never difficult to make because many years ago I developed my philosophy of physical education. If you desire to upgrade your total efforts, it is critically important that you review and modify your existing philosophy. What? You say you've never taken the time to put your philosophy into words. Better yet. The experience of developing the same will be an exhilerating educational experience which will set the tone for all that you do thereafter.

Guidelines

How does one get started formulating her philosophy? The first effort should be a review of the research literature relative to the proven values derived from physical activity. (Contrary to a prevailing misconception, one's philosophy should be based primarily on research findings rather than on one's personal convictions.)

Having gathered that information, the next step would be to gather school and community materials. Specifically, you are looking for information relative to their philosophy ; rationale: the physical education philosophy formulated should be consistent with that of the school-community.

Finally, you are ready to "put pen to paper." The suggested format for your philosophy should include:

1. The school district's philosophy of education.
2. The Physical Education Department's philosophy of education.
3. A section devoted to the goals, concepts and/or objectives of physical education. (In this section, you list the "values" information.)

Example: To help you visualize what a student-centered philosophy looks like, I have included a sample of the same. (I developed the product for a local school district.[1])

PHILOSOPHY OF EDUCATION

No curriculum is sound unless it is founded on a philosophy of education. And, the philosophy of education should be an expression of the school and community's beliefs, desires, attitudes and interests. Further, said convictions should be consistent with contemporary research findings.

Chapter I addresses the whole philosophical issue. It has been developed so that it is consistent with the afforementioned variable (to ensure validity). Herewith included are: (1) the District's general educational philosophy, (2) the District's physical education philosophy, and (3) a section which shows the interrelationships which exist between the two philosophies.

Spring Lake District Philosophy of Education

The ultimate goal of our elementary school program is to help each pupil become an effective citizen in our democracy. We know that education must make it possible for an individual to realize all his potentialities by providing opportunities for optimum social, intellectual and personal growth.

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[1] Spring Lake School District Physical Education Curriculum, Grades K-8, Spring Lake, New Jersey, Pp.1-2, 6.

In order to accomplish this goal, we must provide for the social growth of all pupils by establishing proper attitudes. Respect for the rights and property of others, good manners, attitudes and responsibility are strongly emphasized. The development of proper moral and ethical values are essential. Brotherhood, citizenship, and democracy are basic in our teaching.

We are dedicated to see that each pupil is developed to his optimum capacity in the basic skills of reading, writing and arithmetic. Sound judgment and critical thinking are stressed toward the development of these skills. We are also concerned that each child develop outstanding physical and emotional stability in order that he may face the problems of the world in which he lives.

With these aims and objectives in mind, we know our elementary program will provide a good, wholesome education for all pupils.

Spring Lake School District Physical Education Philosophy

Physical education is viewed as an integral part of the District's total educational process. Thus, the program must strive to maintain a consistency in its relationship with the school and community's general philosophy of education. To justify its role as an integral part of education, the Spring Lake Physical Education Curriculum must be constantly examined, and where necessary, adjusted to meet the demands of changing local needs. Further, productive living in today's society is fraught with problems. The advent of affluency, with its concommitants of physical inactivity, mental stresses, tensions, anxieties, and the availability of increased leisure time, presents a challenge for the development of a new and dynamic physical education program.

The Physical Education Department views its primary role as the preparation of youth for maximum functional efficiency for daily living. Physical education is considered from the standpoint of "What can be done for each individual student," rather than "What the student can do for physical education." Further, physical education is viewed as a discipline which uses physical activity, or movement to improve the total child. Consequently, it is our goal to improve each student's physical, psychological and sociological well being.

General Education and Physical Education Goals, Concepts and Objectives

The philosophies cited above were expressed in general terms. They provide broad educational parameters. Subsumed under those parameters should be specific goals, concepts and outcomes. The latter is necessary because it provides the specificity needed for curriculum/program development. Sequentially listed on the following pages are: (1) the District's general educational goals and objectives, and (2) the Physical Education Department's goals stated in conceptual terms. (A careful review and comparison of the general educational and Physical Education goals and concepts will highlight the many commonalities that exist.)

General educational goals and objectives

I. Gain a general education .

II. Develop skills in reading, writing, speaking and listening.

III. Learn how to examine and use information.

IV. Develop a desire for learning now and in the future.

V. Develop good character and self-respect.

VI. Develop pride in work and a feeling of self-worth.

VII. Learn to respect and get along with people with whom we work and live.

VIII. Learn how to respect and get along with people who think, dress and act differently.

IX. Learn to be a good citizen.

X. Understand and practice the skills of family living.

XI. Learn how to use leisure time.

XII. Practice and understand the ideas of health and safety.

XIII. Understand and practice democratic ideas and ideals.

XIV. Learn about and try to understand the changes that take place in the world.

XV. Learn how to be a good manager of money, property and resources.

XVI. Develop skills to enter a specific field of work.

XVII. Gain information needed to make job selections.

XVIII. Appreciate culture and beauty in the world.

Physical education conceptual statements

I. Physical activity contributes to the growth of the human organism.

II. Physical activity contributes to efficiency of movement.

III. Physical activity contributes to body symmetry.

IV. Physical activity contributes to the adaptation of the human organism to imposed internal demands.

V. Physical activity contributes to the prevention of bodily injury.

VI. Physical activity contributes to therapeutic rehabilitation.

VII. Physical activity is beneficial during the period of senescence.

VIII. Physical activity contributes to the development of the cognitive processes.

IX. Physical activity contributes to the development of creativity.

X. Physical activity contributes to the enhancement of one's self-image.

XI. Physical activity contributes to sound mental health.

XII. Physical activity contributes to character development.

XIII. Physical activity contributes to the qualitative use of leisure time.

An Important Reminder. Possibly you question the importance and relevance of a written philosophy. How does it relate to the text goals (i.e., individualized instruction and the physically educated student)? Believe me, this step is critical! Critical because the formulation of a student-centered philosophy provides the springboard for goal accomplishment.

ASSUME YOUR NEW ROLE AS A PARTNER IN THE TEACHING/LEARNING PROCESS

You may feel threatened by the role change. After all, doesn't the fact that your new role as a "guide," "assistant,""stimulator," "motivator," and "resource person" imply that you are relinquishing some authority? Yes, I guess in a sense it does mean that we must shift some authority to our students. However, the transference of authority is predicated on the assumption that each student fulfills the responsibilities that are authority-related.

Now, let's look at "the other side of the coin." What are the possible values which may be derived by assuming a partnership role?

1. Unquestionably, the number 1 value will be the almost complete freedom you have to teach and stimulate student learning.
2. Your students will become highly motivated and will learn more. I concur with John Dewey's philosophy — you learn by doing. I use a somewhat similar statement — the more we immerse the student in the total teaching/learning process, the more he/she learns.
3. And finally, the atmosphere that prevails in the gymnasium will be one of joy and anticipation. (It is truly amazing — the number of students who are "turned off" toward physical education. Where that negativism exists, I contend that the teacher is using a teacher or content-centered approach.)

Guidelines

How does one make the transition? That's difficult to answer because there is no one best way. Of one thing I am sure — the transition should not be made overnight. That could be catastrophic! If initiated improperly, it could create chaos in the gymnasium.

I guess the best "guidelines" approach I can offer would be based on my experiential background. (As a graduate of a traditional P.E. teacher training institution, I was, both teacher-and content-oriented.)

- Respect the rights and integrity of each of your students. This is a good starting point. If they are to be considered partners, they must be respected as such. You can convey your feelings at an orientation session at the beginning of the year. However, "actions speak louder than words." In all subsequent dealings with your students during the year, you must provide explicit evidence that you mean what you say.

- Provide a model for student emulation. A partnership implies "do as I do," rather than "do as I say." Unfortunately, many members of our profession require their students to measure up to unrealistic standards. If we are truly partners, we should demonstrate that we are willing to perform any task requested of our students. (This suggestion does not mean that we should achieve the same performance level set for our students, but rather the fact that we have experienced what they are requested to do.)

- Gradually shift authority and the concommitant responsibilities over to your students. I've always been an advocate of the importance of, and need for, testing. However, I was also very concerned about the time factor. When I shifted to the student-centered approach, my problem was solved. All of my testing thereafter shifted from teacher-directed to student-directed. The results emanating therefrom were two-fold — less testing time and more highly motivated students. (I can hear yourremark regarding student-directed testing, "They will cheat." I had the same feelings initially, but I was wrong. It's true that a few will fabricate, but peer pressure soon resolves those problems. Remember: The "key" is to provide evidence that you respect each individual.)

Other teacher-related functions which can be shared with students include: checking attendance, researching and setting up bulletin board displays, issuing and collecting equipment, serving as exercise and squad leaders, devising original tasks and activities for class use, and devising written questions for exams (upper grade students).

- Devote most of your class time to assisting individuals improve their performance. Remember, I stated that the shifting of authority and responsibility to your students will provide you with more "free" time. Use that time prudently. Move around the class and get to know each individual. Observe performance. Reexplain and demonstrate the skill(s) to be learned. Offer execution alternative . And most important, explain the "why" of each task. This new role strategy will earn you the respect of your students.

Examples/Suggested Procedures. This aspect of this chapter is the easiest to put on paper. I have had so many rewarding experiences since I began concentrating on my students as human beings. To make the examples as meaningful as possible, I shall "key" them into the role changes I recommended in the previous section of this chapter. I urge you to apply some of the examples in your setting. I can assure you that you will find them equally rewarding.

- Respect the rights and integrity of your students.
  - Do not officiate soccer, volleyball and similar games. Advise each student that he/she is to call "off-side," "out-of-touch," "corner kick," "goal kick," "touching the net," etc. Peer pressure works wonders! After some initial organizational problems, the games will run more smoothly than when the teacher presides as the authority figure. (For example, how can a teacher 75 yards away from a ball determine who tapped it last before it went out of touch?)
  - Permit students to self-evaluate and grade their performance. A good starting point would be sportsmanship. Most curricula cites good sportsmanship as an outcome, but the content never clearly delineates how one is to accomplish the same. Sportsmanship is a concept and as such cannot be taught. Rather, one must create an environment which is condusive to the development of that attribute. To achieve the outcome, I advised my seniors (who were playing co-ed volleyball) that they were to determine their sportsmanship grades at the end of the unit. I gave them the grade criteria: (1) playing their own position; (2) assisting, but not invading a teammate's position; (3) raising their hand if they made contact with or reached over the net; and, (4) not berating a teammate or opponent who misplayed the ball. (You say it won't work? Believe me it does. And more important, I contend a research study would prove that use of the strategy will improve the sportsmanship of our students.)
- Provide a model for student emulation.
  - When requesting students run a mile as a pre-activity warm-up, run one lap with each class.
  - Periodically, perform each chore required of your students.
  - Never participate in physical education in street clothes. If our partners are required to wear gym shoes, we must wear gym shoes.
  - Skip rope with your classes. Many students still view rope skipping as an activity for girls. Your involvement will help to dispel that misconception.
  - Be on time and prepared for each class.
- Shift authority and concommitant responsibilities over to your students.
  - Reorganize the class structure. Some variables to consider: assigning students to handle attendance, set-up equipment at teaching stations, serve as leaders, and store equipment.
  - Reorganize the instruction phase of the period. Set several stations within the class structure; the focus of each station—an educational outcome (e.g., gross body coordination, balance, etc.). Explain to the group the values derived from the task at each station. Have the students create tasks which will provide similar benefits. Circulate throughout the class and provide individual assistance.

INITIATE THE DIAGNOSTIC-PRESCRIPTIVE PROCESS

I have stated repeatedly that content should be viewed as a vehicle to achieve student benefits. The question is, "What fuel do we use to activate the vehicle?" The answer: Use diagnostic-prescriptive (DP) teaching/learning strategies as the fuel. Possibly an illustration will explain the analogy.

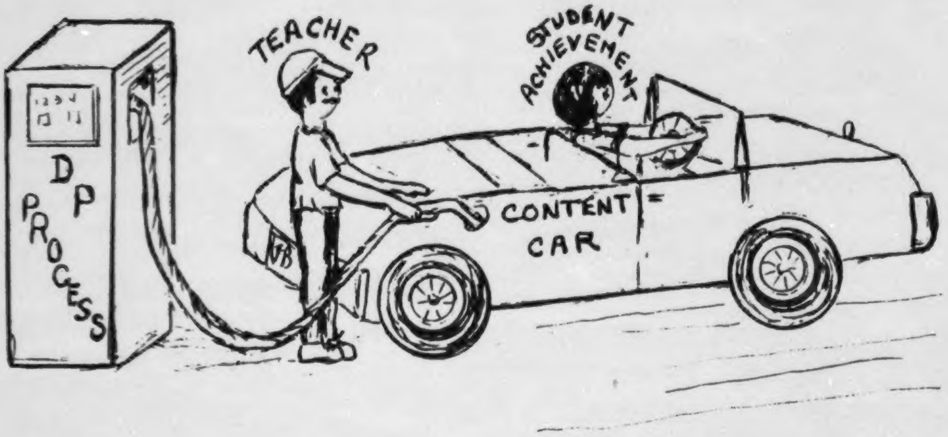

Fig. 3-1 Diagnostic -Prescriptive Analogy

Now, we're getting down to the central theme of the text -- providing individualized instruction for all students. Can it be accomplished in the unrestricted program? Most assuredly, if you apply the DP guidlines which follow to all instructional units

Step.#1: Gather Information

If one of our prime responsibilities be that of stimulating pupil learning, then, it is critical that we gather information about each and every learner prior to initiating each instructional unit. To effect maximum learning, we must garner information relative to individual strengths, deficiencies, learning styles and interests.

Please let me reinforce the aforementioned — never start teaching an instructional unit before you have gathered a variety of information. If you do, you fall into the "same old rut" — teaching content. Many professionals in the field have challenged the need for gathering information; their rationale: it is far too time-consuming! My retort is, "Without gathering information, one is piloting a rudderless ship."

Guidelines

Information-gathering involves the "tapping of many sources." I suggest you avail yourself of the following sources:

- Conferences with students, parents, teachers and the school nurse. Oftentimes, students can provide insight into their needs. Let me cite an experience with a 9th grade student.

  > The student was assigned to Adapted Physical Education because he had a visual problem — sight in only one eye. When observing a staff member teach the class, I inquired as to the student's prescriptive program. The staff member replied he had set up a weight training program because he did not know what else to prescribe. I queried the student regarding any problems he has had when performing physical activities. He stated he had no problem catching a ball thrown to him. However, he had difficulty tracking objects moving laterally and judging distances. Unknowingly he provided important information which was subsequently used to prepare his individualized program.

- Review of health records and cumulative folders. The use of this strategy is particularly important when the student has a medically-oriented problem. In those instances, we are neither certified, nor qualified to make judgments based on the information we gather. Instead, contact the family or school physician to find out what is contraindicated. Then, recommend and have the physician approve or modify the student's program.

- Use of a variety of formal and informal test instruments. All test instruments have limitations, thus it is recommended you consider administering at least two of the following: a valid and reliable norm-referenced instrument, behavioral and/or skill checklists, and self-testing items. (Chapter VI provides a variety of self-testing tasks and activities which can be used to gather information.) One suggestion when using tests: Always make sure the design of the test is such that it provides information about discrete motor ability, physical fitness or skill attributes. Rationale: An overall composite score will not provide the information needed for subsequent steps in the DP process. Case in point:

  > If you are teaching a basketball unit, use or devise an instrument which will provide information relative to the student outcomes you desire. Your test items might include dribbling, passing, shooting and an agility measure.

Teaching Competencies Required.

- A sound record-keeping system. (One essential is a folder which contains all pertinent information for each class.)
- The ability to analyze and interpret health service and cumulative records.
- The ability to establish local norms for a valid and reliable instrument; rationale: national norms may not be valid for local use.
- The ability to observe performance and identify atypical movement patterns.

Step #2: Make Decisions

The DP teacher gathers information with one primary purpose in mind — to assess individual status so that he/she can prescribe an individualized program. This new role change is a drastic departure from that which generally exists. All-too-many teachers use tests or other information gathered solely as bases for a grade and/or an award.

Guidelines

Decision-making requires that you carefully review/analyze all of the information gathered; the purpose: to serve as a basis for preparing a prescriptive program. Some of the decisions to be considered:

- Learner physical needs — motor, physical fitness, posture, nutrition, sports skill development , etc.
- Learning style peculiarities.
- Areas of strength.
- When appropriate, psychological and/or other behavioral aberrations.

Teacher Competencies Required.

- The ability to prepare individual /group profile charts based on standardized scores.
- The ability to observe a student's overall movement patterns and identify deficiency commonalities. (For example, the child tending to favor one side of the body,regardless of the task performed.)
- The ability to assess and prioritize the information gathered.

An Added Note About Profiles. The construction of profiles is highly recommended because the technique enables you to take raw data and compile it into meaningful arrangements which will enable you to make sound assessments. Let's look at two profiles which were designed to reveal different information. Figure 3-2 reveals one student's scores on a physical fitness battery. The teacher's intent was to note intra-individual variability.[1] Coccari used a slightly varied technique (Fig.3-3).[2] He wanted to plot and analyze the physical fitness developmental curves for the males and females in his district. (He determined and plotted the male and female raw scores for each item, by grade level.)

Step #3: Prescribe Individual Programs

This phase of the DP process is critical to efficient/effective learning. Prescription refers to the "on task" time repeatedly mentioned by researchers. "On task," meaning the prescribed activities are focused specifically on the need(s) manifested. Thus, if a student is deficient in soccer dribbling skills, most of her prescriptive time should address that critical need. (Note how the steps in the DP process interrelate — we gather information, make decisions, and then prescribe tasks accordingly.)

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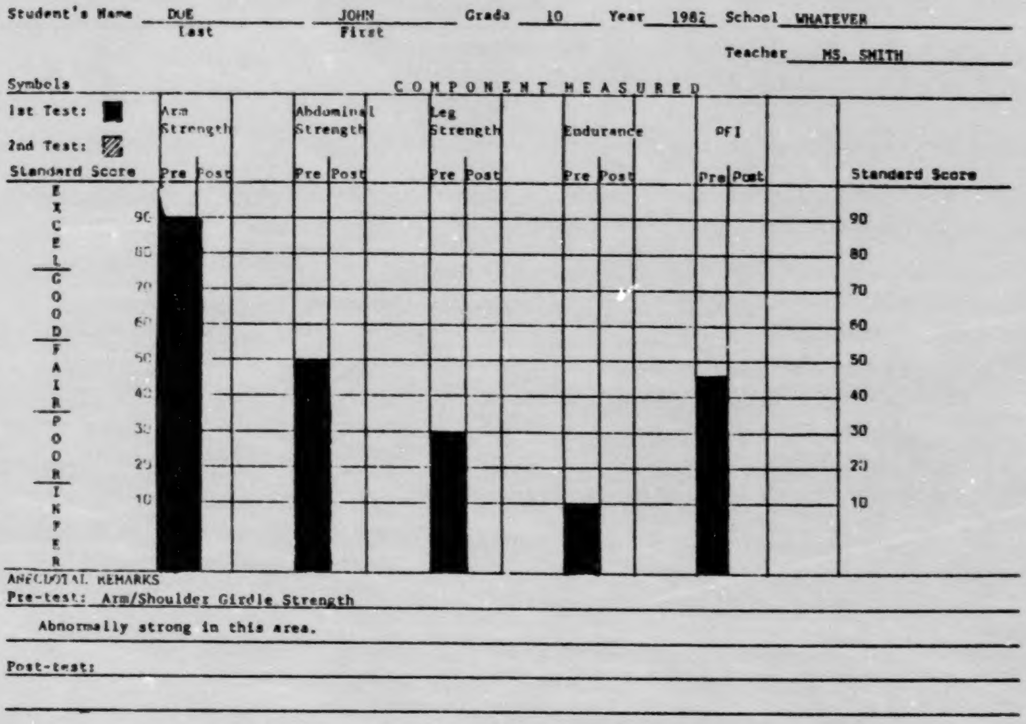
[1] To construct individual profiles for any curriculum unit, compute group mean scores. For each test item convert the mean scores to stanine scores and plot the stanine scores.

[2] Andrew S.Coccari, Coordinator, Department of Health, Physical Education and Recreation, Brentwood Union Free School District, Brentwood, New York.



Student's Name DOE (Last) JOHN (First) Grade 10 Year 1982 School WHATEVER

Teacher MS. SMITH

Symbols

1st Test: ■

2nd Test: ▨

COMPONENT MEASURED
Arm Strength
Abdominal Strength
Leg Strength
Endurance
PFI
Pre
Post
Standard Score
EXCEL
GOOD
FAIR
POOR
INFER
90
80
70
60
50
40
30
20
10

ANECDOTAL REMARKS

Pre-test: Arm/Shoulder Girdle Strength

Abnormally strong in this area.

Post-test:

Fig. 3-2: An Individual Physical Fitness Profile

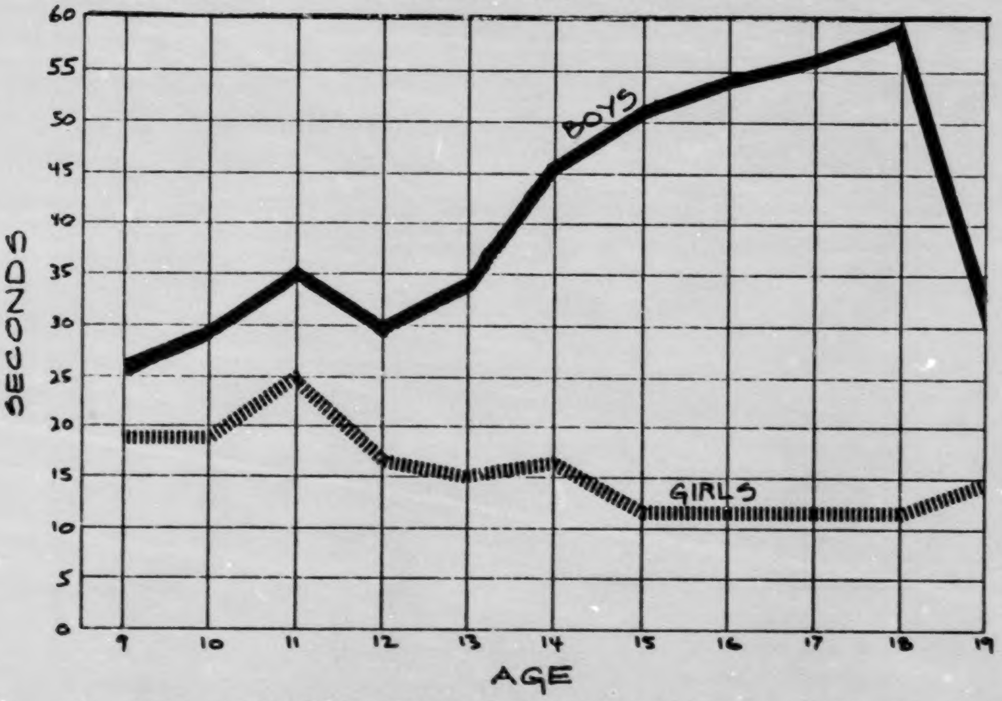


Fig. 3-3: A Physical Fitness Developmental Curve: Static Arm Hang

Guidelines/Resources. Sound prescriptive programming necessitates:

- The review of texts and materials and the selection of appropriate tasks/activities.
- The adaptation of and/or the development of, materials, when existing curriculum materials are inappropriate.
- The matching of identified or developed tasks/activities with individual strengths and deficiencies.
- The restructuring of the gymnasium setting to accommodate individual teaching stations.
- A modification of the instructional program so that one-half of each class period is designed to focus on individual strengths and deficiencies.[1] Resources:
  - Chapter VI includes over 150 tasks/activities which will help you to individualize your program. The tasks and activities are key-coded with tables in Appendices A and B. The tables provide a synthesis of the values derived therefrom, plus other content information.
  - Diagnostic-Prescriptive #1 (available from VEE, Inc., P.O.Box 2093, Neptune City,N.J.07753) contains similar resource materials.

Teaching Competencies Required.

- The ability to task analyze a discrete skill or activity to ascertain the values inherent in said skill or activity. For example, pull-ups will develop bicep strength and to a lesser degree shoulder girdle and grip strength. The exercise would be very appropriate for the development of arm lifting strength, but would be inappropriate if the student has a limited (extension) range of motion.
- The ability to adapt tasks/activities to specific individual needs.
  - For example, given you are working with a blind student and you desire to improve his/her ability to throw an object to a pre-determined point. Some target-throwing adaptations you might consider include:

    Have the student "pace" the distance to the target several times.

    Construct and have the student touch a target which has prominent borders and is constructed of different sound-producting materials.

    Have the student practice throwing toward the target. After each throw, provide the student with verbal feedback relative to the toss — low and to the right, etc.
- The ability to scope and sequence tasks/activities to ensure that the learning steps are such that every child can succeed. For example, if you desire to improve a student's arm strength, you could prescribe push-ups. However, if he/she cannot properly perform a push-up, the prescription will be of no value. In fact, the

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[1] Whenever I discuss individualized programming, I state we should prescribe on the basis of "strengths " as well as deficiencies. This, I believe to be important because many times we can remediate deficiencies via strengths; rationale: students become highly motivated.

experience may frustrate the child, or could result in back injury (improper execution).

However, it is likely that the individual can execute modified push-ups such as leaning against a wall, or from a kneeling position.

- The ability to set-up and initiate an individualized program within one instructional setting; for example, teaching stations within a classroom.

Step #4: Evaluate Performance

Another very important phase of the process is the evaluation of your prescriptive efforts and student performance. In essence, you want to know if the DP process works. Given you have gathered all of the critical information, made decisions and programmed accordingly, have the students benefitted?

Guidelines

You will expedite this phase of the process properly if you:

- Observe and interact with each student on a daily basis and when difficulties are encountered modify your original prescriptions accordingly. (On-going process evaluation is alternately referred to as FORMATIVE EVALUATION.)

- Administer a pre- and post-test for each instructional unit and analyze the results at midyear and end-of-the year. (End-of-the unit testing is alternately referred to as SUMMATIVE EVALUATION)

Fig.3-4 (on the next page) reflects the formative and summative evaluation of one student's performance. Note that the raw score gains are supplemented with narrative comments.

Tullo was interested in pictorially describing the impact of his district's individualized physical fitness program on its student population.[1] In Fig. 3-5, (page 27) he highlighted pre to post gains by grade level. Fig. 3-6 (page 27) depicts the use of another technique — a pie graph. In this instance, he decided to emphasize the proportional pupil gains by grade level.

Teaching Competencies Required.

- The ability to observe and analyze complex tasks/activities and to identify problems. (Keen observational skills are critical.)

- The ability to determine the cause of the problem observed and that which must be done to remedy the same.

- The ability to compute and interpret basic descriptive statistics.

- The ability to analyze individual summative information and to prescribe subsequent programs accordingly.

- The ability to analyze group summative information and to modify subsequent teaching strategies and curricula accordingly.

- The ability to convert said summative information into visual charts and graphs; rationale: to share said pictorial information with the school-community.

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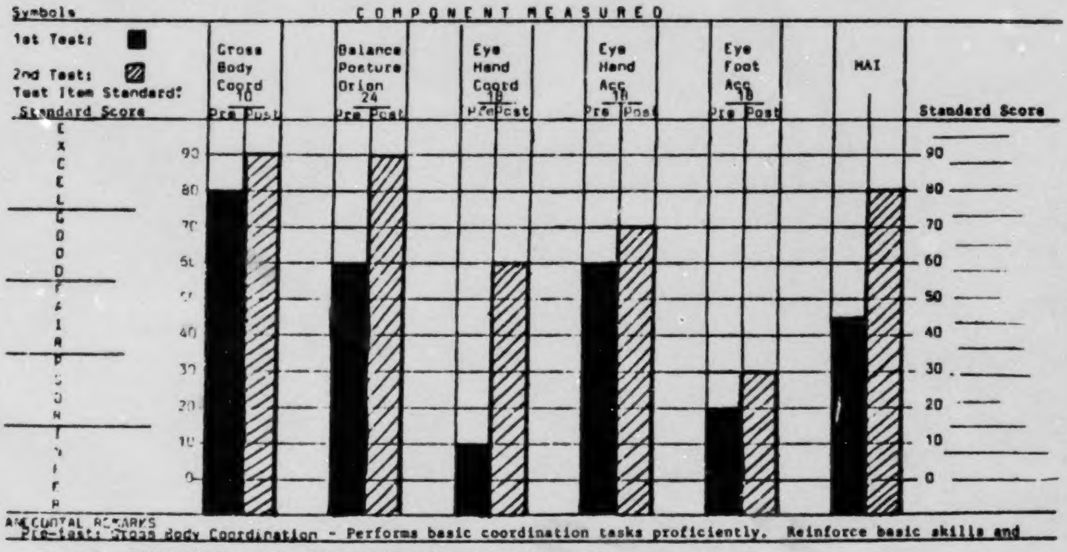
[1] Thomas Tullo, Harlendale Independent School District, Harlendale, Texas.

Student's Name DOE (Last) JOHN (First) Grade 1 Year 1981 School XYZ

Teacher MR. JONES



ANECDOTAL REMARKS

Pre-test: Gross Body Coordination - Performs basic coordination tasks proficiently. Reinforce basic skills and prescribe skills which require integration of more complete tasks.

Post-test: Gross Body Coordination - Excellent performance; advance student to GBC Level III test item next year.

ANECDOTAL REMARKS[1]

Pre-test: Balance Posture Orientation - Exhibits difficulty when requested to perform tasks involving balancing and orienting body in space.

Post-test: Balance Posture Orientation - Dramatic improvement! Advance student to BPO Level III test item next year.

Pre-test: Eye-Hand Coordination - Area of greatest weakness. Difficulty tracking objects. Seems to exhibit peripheral and depth perception problems. Need for the development of skills involving catching objects.

Post-test: Eye-Hand Coordination - Excellent progress; continue similar prescriptive program next year.

Pre-test: Eye-Hand Accuracy - Reasonably proficient in eye-hand accuracy, but throwing pattern is extremely awkward; weakness: transferring of body weight, throwing in opposition and follow through motion.

Post-test: Eye-Hand Accuracy - Limited improvement; throwing pattern still inconsistent. Devise new tasks/activities which include the use of foot "guides" on the floor and other visual clues.

Pre-test: Eye-Foot Accuracy - Another area of extreme deficiency. Indicators: failure to keep eye on ball, inability to transfer body weight from left to right foot and virtually no control over left foot kicking.

Post-test: Eye-Foot Accuracy - Limited improvement. Plan to devote the major portion of on task time to EFA.

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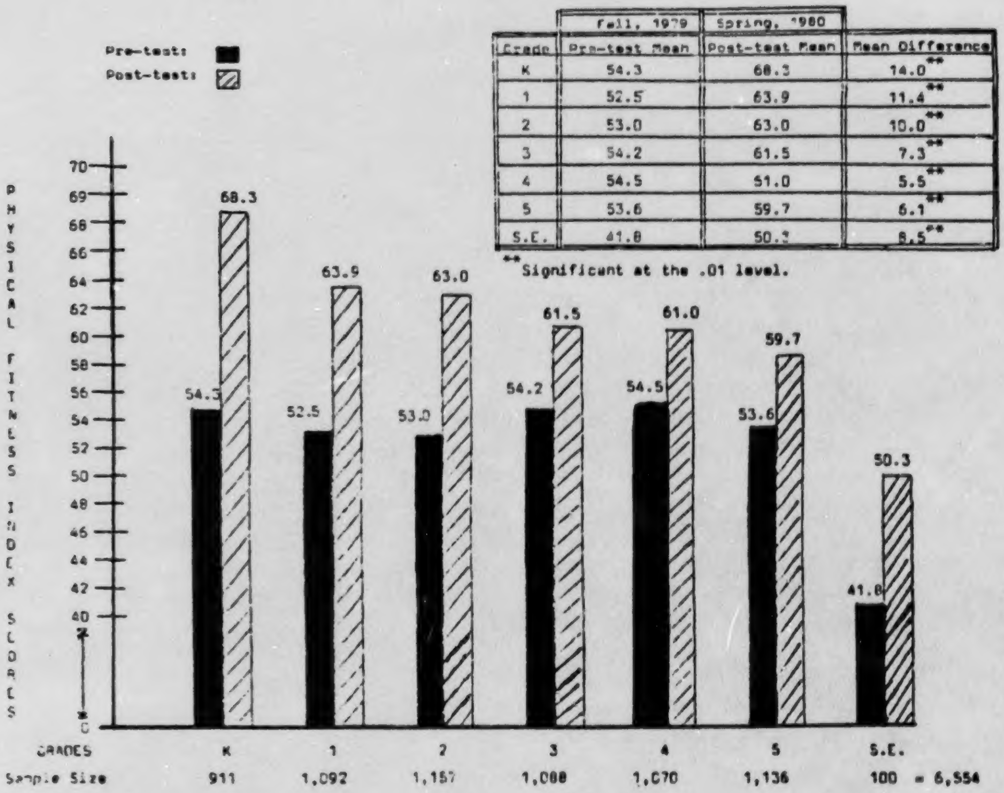
[1] Check with school nurse to ensure that the child received a visual exam this year.

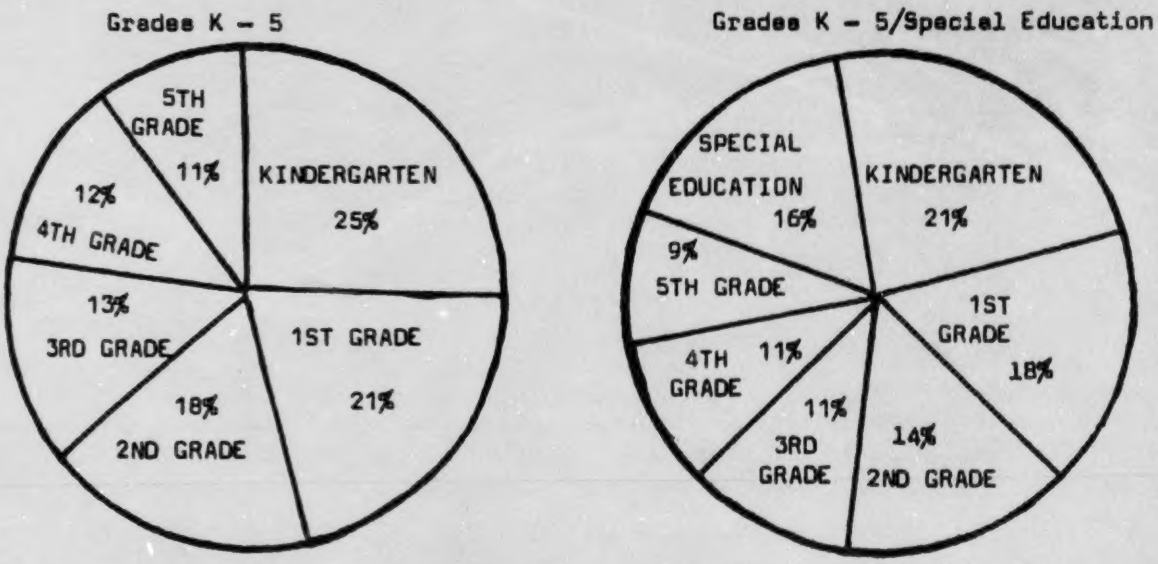
Fig. 3-4: Motor Ability Progress Profile: Class Ranking



	Fall, 1979	Spring, 1980	
Grade	Pre-test Mean	Post-test Mean	Mean Difference
K	54.3	68.3	14.0**
1	52.5	63.9	11.4**
2	53.0	63.0	10.0**
3	54.2	61.5	7.3**
4	54.5	51.0	5.5**
5	53.6	59.7	6.1**
S.E.	41.8	50.3	8.5**

**Significant at the .01 level.

Fig. 3-5: Comparison of Physical Fitness Composite Mean Scores Grades K-5 and Special Education


Grades K – 5

Grades K – 5/Special Education

Figure3-6 : Proportional Gain By Grade Level: Composite Physical Fitness

Step #5: Personalize Instruction

Don't be misled by the listing of "Personalize Instruction" as Step #5. It is not the last part of the DP process which is to be implemented. Rather, "personalization of instruction" should literally permeate your program from Day I on.

Let me give you some insight relative to research findings - individualized instruction. I have carefully reviewed the literature and noted that many of the studies, including my doctoral dissertation, did not reveal significant gains for those students who received individualized instruction.[1] After analyzing the studies and their designs further, I came to the conclusion that the non-significant findings were possibly attributable to the fact that said studies "dehumanized" the teaching/learning process. By that term I mean student needs were diagnosed and then programs were tailored to meet those needs. Notice the focus was on needs or deficiences — no reference to strengths. Further, many of the designs were such that teacher-student and student-student interaction were minimized. So I came to the conclusion that any individualized program must include another important ingredient — humanism. This aspect of the process I refer to as personalization of instruction (i.e., those strategies/activities which "turn students on").

Guidelines

As a DP teacher, you must use every strategy conceivable to motivate each and every learner. Strategies worthy of consideration:

.Devote ½ of each instructional period to "guided elective experiences" (i.e., opportunities for students to perform individual and group activities of their own choice). The important pre-considerations:

- The students have cooperated during the first half of the instructional period.
- The teacher has structured the learning environment so that regardless of choice, the experiences will be beneficial.

> Example: Following 15 minutes of vigorous, continuous aerobic exercises, I afforded students in my "Weight Control Program" a choice among the following experiences — basketball, handball and running laps. You'll note that I did not give them the option of selecting a non-aerobic activity.

.Design individual tasks to ensure success; rationale: nothing stimulates motivation better than success.

> Example: Three extremely obese seniors were scheduled in my class for a unit on gymnastics. If I required their participation in a unit there was no question in my mind, but that they would be embarrassed and frustrated. (One student's hips were so wide that he could not stand between the parallel bars.) Consequently, I advised them that during the unit, they were to run laps on the track on Mondays and Fridays and work out in the

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[1] Thomas M. Vodola, "The Effects of Participation Time Variations on the Development of Physical Fitness, Motor Skills and Attitudes," unpublished Doctoral Dissertation, Philadelphia: Temple Univ., 1969.

weight room on Wednesdays. I added that they need not participate in gymnastics and that the grade they received for the unit would be based on the amount of weight they lost. (A classic example of the student-centered approach in action.) The sequel to the story: All three students lost weight, increased their strength and of their own volition took part in some of the gymnastics activities. Above all, they became highly motivated and developed a very positive attitude toward physical education. (An added note: If one of the students becomesa member of a board of education in the future, what do you think his/her attitude would be toward physical education?)

. Wherever possible, maximally involve your students in each learning experience; rationale: research clearly indicates that there is a direct positive relationship between performance and the degree of student involvement. Some examples of how you can maximize involvement:

-Have your students, where possible, test one another and record their own scores. What better way to understand that you need to increase your physical activity and decrease caloric intake than to use skinfold calipers to measure the fat around your waist?

-Assign students responsibilities and leadership opportunities.

Example: I recall a very recalcitrant student who to say the least was disruptive in class. Observation also revealed that he enjoyed and was very proficient on the high bar. After discussion with the teacher in charge, we assigned the student to serve as a gymnastics class squad leader. What a change in performance! All of his disruptive tendencies were channeled into his assignment. He was the first one to report to class (properly attired) and the last one to leave class. Furthermore, his classmates commented on his capabilities as a teacher.

-Have your students develop and teach new, innovative games.

. Positively reinforce learning immediately for nothing breeds success better than "a pat on the back."

(Note: Personalization of instruction is one excellent vehicle for "selling" physical education. Used properly, it will also help us achieve our goal of making all of our students "physically educated individuals.")

Teaching Competencies Required.

. Familiarization with:

-Child growth and development patterns.

-Socio-psychological needs and interests of students, ages 5-19.

. Knowledge and application of the alternate styles of teaching — from traditional teaching to guided discovery. Said materials will delineate how you can get your students more involved in the instructional process.

STIMULATE THE TOTAL DEVELOPMENT OF YOUR STUDENTS

What do you view as the role of education? Parents will probably respond by stating," The role of education is to teach the three Rs." Acadamedicians will not be so narrow-minded. They will opt for the development of the total individual through mastery of all disciplines.

I guess I'm somewhat of a maverick because I don't believe in the content approach. I contend the ultimate role of education is to teach individuals to "think." Don't misconstrue my statement. I'm not denying the importance of learning to read and write. Nor, am I opposed to a certain amount of memorization. What I am opposed to is the narrow approach that all-too-frequently prevails. The approach which views our students as human robots who are required to regurgitate the information fed into them.

The term "think" is rather general. Let me clarify what I mean. I define "thinking" as the maximum development of the individual's intellectual capabilities—the ability to reason, analyze and apply knowledge. Bloom categorized learning in levels: knowledge, comprehension, application, analysis and synthesis.[1] (Bloom's small paperback text is one of the best publications I have ever read. If you have not done so, I urge you to read it.)

What's that you say? "What has "thinking" got to do with physical education?" "Isn't the role of physical educators that of teaching movement?" Your questions remind me of the remarks made by teachers of the so-called major disciplines — science, math, etc. Their contention is that the development of student intellectual capacities can only be nurtured through their disciplines. A totally erroneous argument! The development of the ability to think is not content-related; rather, it is teacher-related. How well students learn to think is dependent upon the teaching methods and strategies used.

I responded to the latter part of the argument, involving other disciplines. As to the role of physical education, I agree — we teach movement or physical activity. However, I would expand the role to read, "We teach individuals through movement or physical activity." Further, it is our obligation to teach the total individual. We should be equally concerned with and address all domains — the physical, psychological and socio-emotional. (And logically, we cannot address one domain without impacting upon the others.)

Guidelines

This is another difficult area to "put into words." Once again, I guess the best thing that I can do is to reflect upon incidents that occurred during my teaching years. Here are some suggestions which will help you to educate the total child:

- Devise and use tasks/activities which require the student to simultaneously integrate a motor task, perceptual information and decision-making. Rationale: Research findings indicate a high correlation between motor-perceptual-cognitive tasks and academic achievement.

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[1] Benjamin S. Bloom and others, Taxonomy of Educational Objectives, Longmans, Green and Co., New York, 1956.

Example: Requesting a child to walk on a balance beam will develop his balance powers. However, if you have the child perform the same task and add "When you step with your left foot throw a beanbag in the bucket on the left side of the beam," then, you are requiring greater involvement on his part. In addition to the motor response, he must use his visual powers and make an instantaneous decision (think).

Here's a similar example for the secondary level. Assumption: you have taught an advanced basketball class the basic offensive and defensive patterns and skills. Inform the team on the offense that they are to analyze the defensive set-up as they come up court and to apply the offensive strategy which will capitalize on the defensive weaknesses. (What you're requiring your students to do is observe - analyze - react.)

. Incorporate inductive as well as deductive teaching strategies in your teaching methods. Our students have become "lazy thinkers." They don't want to analyze information; all they desire is the answer(s) needed. You've heard some of the comments. "Tell me what I should study for my exam?" Or, "What is the answer to the question?" If you honor their requests, you will be using the deductive teaching approach (i.e. stating a generalization).

Example: The explanation of the term "overload," followed by the procedures for overloading muscle groups emphasizes going from the generalization to the specifics.

The inductive approach uses the opposite "tack" (that is, starting with specifics, analyzing the information and formulating a conclusion generalization.)

Example: The inductive approach to the overload concept requires you to elicit from the learner what happens as a result of increasing repetitions, increasing the weight load, or increasing the number of sets performed.

(Regardless of the approach used, you will reach the same conclusion. The"key" difference is the fact that inductive reasoning stimulates your students to think logically.)

. Wherever feasible, "pair" students and have one perform a task while her partner critiques performance. This technique has considerable merit because the observer as well as the performer is actively involved.

Example: Developed laminated skill cards for gymnastics. (The cards to contain a visual picture and descriptors of the tasks to be performed.) One card is given to each twosome. The performer executes the skill movement; the partner looks at the card and then critiques the execution of the performance. Then, the procedure is reversed.

(Use of this technique maximizes the learning potential of the observer because she is mentally rehearsing how she will perform the task.)

Example: Mimeograph drawings of a soccer field. Assign one sheet to each student who is not participating and request that he identify with one player on the field and plot the player's movement for 10-15 minutes. Have him then share the information with the player.

(By noting the field position discrepancies, the observer will be mentally making decisions as to how he will perform when he enters the game.)

- Design and/or have your students develop and submit potential test questions which stimulate the development of high levels of cognition. The quality of many P.E. written tests is at the very best "poor." Questions such as, "What is the distance from home plate to the pitching rubber?" make absolutely no contribution to mental development. All that is required is memorization. Another gem! "How many players are there on a soccer team?" True and false tests fall into the same pitfall. The stress is on memorization of information rather than "thinking." (Factual information such as that described should be available in resource materials.)

Let me provide you with an example which explains the best strategy I ever[1] used to challenge my students to think critically and analytically.

> Design a multiple choice question with five conceivably correct answers involving one of the learning levels (knowledge, comprehensive, applications, analysis, synthesis and evaluation) on any of the reading materials assigned. Type or print the question on a 5 x 8 card or sheet of paper of the same dimensions. Use the following illustration as a format:

FRONT

The overload principal involves lifting

a. 10% of maximum weight
b. 20% of maximum weight
c. 35% of maximum weight
d. 67% of maximum weight
[✓ e.] None of the above as overloading implies steadily increasing resistance as strength increases.

(Circle the correct answer.)

BACK

Student Name ______ Day ______
Learning Level ______ Period ______
Source ______
Justification of Level ______

> Make sure you provide the following information: (1) 5 plausible responses, (2) the single-most correct response, (3) the learning level, (4) the source (including page numbers) of the content material, and (5) your rationale as to why you selected the learning level. Assignments will be graded as follows: questions designed on the basis of knowledge - "C," Comprehension - "B," application and above, "A." High level thinking questions will be included on the final examination and will be coded with the initials of the student who constructed the question.
>
> (Note to the reader: In order for you to better understand the assignment, I suggest you turn to Appendix C and read the "Levels of Learning" descriptive material issued to my students.)

Did the strategy work? Did it stimulate the cognitive development of the students involved? You be the judge. The following multiple choice questions were developed by my seniors.

1. The score is 14-13 favor of team B (volleyball); team A on the defense successfully spikes three shots in a row. The result is: (J.D.)

   a. Team B gets another chance to win.

   b. Team A wins.

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[1] Credit for the strategy design goes to Dr. Arne Olson—a former professor of mine at Temple University.

c. Team A serves for game point.

d. A and B are tied.

e. Team B serves for game point.

2. When heading (soccer), if you bend your neck with chin on chest, the ball will probably: (RV)

   a. Rebound accurately.

   b. Rebound dead.

   c. Be missed or go to the rear.

   d. Rebound to the side.

   e. Rebound to the ground.

3. All but one of the following will tend to increase the speed of learning basic skills: (S.R.)

   a. Practice regularly.

   b. Use correct form.

   c. Practice for long periods of time.

   d. Employ short and frequent practice sessions.

   e. "Mentally rehearse" before practice.

4. For the infield "fly rule" to prevail certain conditions must exist. Identify the one condition which is not applicable: (T.M.)

   a. Runners on 1st and 3rd.

   b. Runners on 1st, 2nd and 3rd.

   c. Infield "pop fly" in fair territory.

   d. Infield "pop fly" in foul territory.

   e. Two outs.

Yes,the assignment did force my students to think. Equally important, those students that took the exam had to exercise their thought processes. Other spin-off effects: the students who saw their initials in print were highly motivated and above all, were truly becoming physically educated individuals.

SUMMARY REMARKS

If you adopt the student-centered philosophy, it doesn't disenfranchise you as a teacher. To the contrary, your role as a change agent becomes increasingly important. For you literally must become a master teacher — that is, one who motivates students, maximizes each individual's learning, and nurtures the development of the physically educated individual who will be physically active throughout life.

The task, however, is not easy. It presupposed complete dedication to education,on-going inservice growth, and the initiation of some dramatic role changes. To foster goal attainment, you must:

1. Revise all curricula materials so that the outcomes stress the values which will be derived by the student population involved.
2. Modify your repetoire of skills and strategies to reflect your new role as a teacher — a partner in the teaching/learning process.
3. Infuse the diagnostic-prescriptive management plan in all instructional units. Implications: Each individual will benefit maximally because:
    - a. You will gather information prior to teaching.
    - b. You will make decisions relative to the information gathered.
    - c. You will prescribe programs commensurate with individual needs and strengths.
    - d. You will evaluate student performance daily/periodically and share the information with the students involved, parents and the school-community.
    - e. You will personalize your instructional program to enhance each individual's self-image and motivational level.
4. View physical education as a vehicle for developing the "total" individual. Implications: All activities will be designed to stimulate the psychological and socio-emotional areas, without decreasing emphasis on our reason for existence — physical activity.

NOTES

44

CHAPTER IV

THE NEW ROLE OF THE STUDENT: ASSUMPTIONS AND IMPLICATIONS

Many years[1] ago Brown and Cassidy made a statement which bears repeating today. They stated, "The individual learns best when working on that which is a matter of importance to him—his purposes." That profound statement has a direct relationship to my view as to the new role of the student. One can draw many implications from the statement. Certainly, it implies that the teacher must convey the values of physical activity and other related information so that the student can made meaningful decisions.

Equally important, the statement conveys a message regarding the role of the student. The student must internalize the information provided and become actively involved in the teaching/learning process. It is important that he/she be aware that a partnership in the learning process requires the acceptance of those responsibilities which go hand-in-hand with authority.

Let's look at the paradigms in Fig. 4-1. Possibly they will give you some insight into the new role requirements. The illustration on the left (the triangle) depicts the "old role" relationship. The teacher, at the apex is all-dominant! He, directly, feeds content into the student. The gap between the student and teacher signifies a virtual lack of interaction.

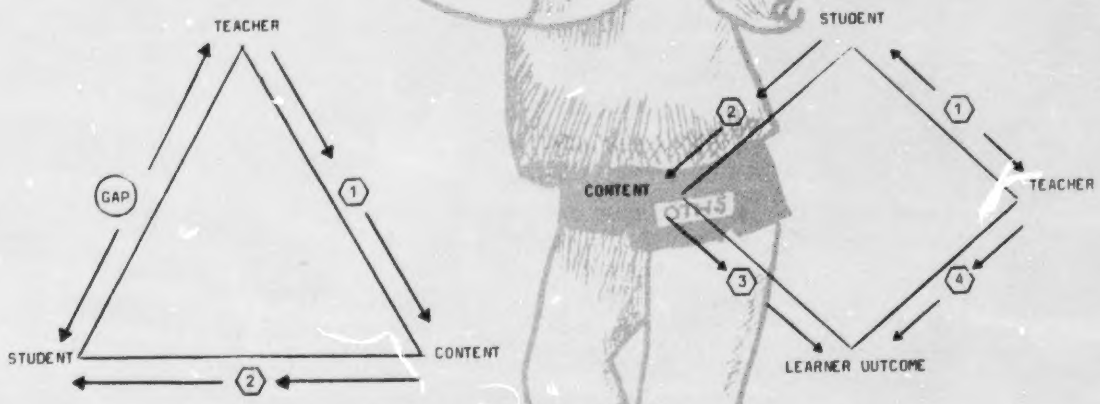

Fig. 4-1 The Changing Role of the Student in Education

The illustration on the right (the diamond) reflects the new partnership role. Most significant all learning strategies emanate from the student. Also note that step 1 in the process involves constant interaction between the learner and instructor. Following said interactions, the student prudently and judiciously uses content to achieve outcomes (step 3) which are important to him. Step 4 reflects the important support role provided by the teacher to insure outcome achievement.

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[1] Camille Brown and Rosalind Cassidy, Theory in Physical Education: A Guide to Program Change, Lea & Febiger, Philadelphia, 1963, p.111.

So much for theory! What are the assumptions underlying the role change? What are the practical implications? Herewith presented are my views related to the aforementioned.

ASSUMPTION: ACCEPTANCE OF RESPONSIBILITY

During the past decade, there has been a definite trend toward founding programs based on student interests. And, advocates of the same have referred to this movement as a student-centered approach. One result of this approach has been the proliferation of movement exploration and elective course offerings. Activity selections are based almost exclusively on student interest — the teacher's role is minimal.

I am appalled by the trend for several reasons. First and foremost, the entire curriculum tends to evolve around student interests; little consideration is given to student needs. Second, there is an erroneous assumption that efficient and effective learning will take place. Let me cite a couple of classic examples:

- .Students in a movement exploration unit are requested to assume a two-point balance stance which feels comfortable. One student keeps his feet together and bends his knees slightly. He feels comfortable and because of his lack of knowledge re: the relationship between a broad base and balance assumes his position to be the best. Oftentimes, the teachers retort when queried about the disparity between performance and sound criteria will be, "That position is comfortable for him therefore he has performed the task properly."

- .Students in an elective unit are afforded the opportunity to gravitate to gymnastics, badminton, or basketball. How can they make intelligent choices when they are seldom if ever provided introductory units which would help with the decision-making process? Further, how can outcomes be enhanced if the units are devoid of assessment and/or evaluation strategies?

Finally, this emphasis on student interest virtually negates the important role of the teacher as a change agent. His/her function is relegated to that of a supervisor. This function can be performed by any individual as little specific training is needed.

The current trend is not by my definition a student-centered program; it is a program based on student interests. According to my theory, student interest is a factor, but there are many other important considerations. First of all the use of the SC approach neccessitates the learner accept a variety of responsibilities. There is no option in this matter. I'm sure you're familiar with the quote that no learning can take place until the teacher establishes rapport with her students. In a similar vein, optimum student learning (the physically educated individual) mandates student compliance with certain responsibilities. The student must:

- Comply with all departmental rules and regulations related to the activity phase of the instructional program.
- Become a "follower" as a prerequisite to leadership.
- Submit all required activity-related assignments.

Implications. The old adage, "One must be an Indian before he can become a chief" is so true! One of the best qualities of leadership is to "lead by example." This can best be accomplished by the performance of any and all perfunctory tasks which ultimately contribute to leadership. Some implications for students:

- Be respectful and cooperative at all times.
- Be punctual for all classes and properly attired.
- Assist with all activity-related chores:
  - Preparing bulletin board display.
  - Setting up equipment.
  - Checking attendance.
  - Storing equipment.
- Perform all class assignments:
  - Reading.
  - Homework.
  - Research.

ASSUMPTION: THE ABILITY TO EXPLAIN AND DEMONSTRATE THE BASIC CONCEPTS OF PHYSICAL EDUCATION

Physical education is not a conglomerate of games, exercises and sports. It is a discipline which contains a body of knowledge, founded on research. Underlying this body of knowledge are a series of foundational supports, which essentially reflect the values one will derive from physical activity. (Turn back to pages 16-17 for what I conceive to be the basic underlying concepts.) It is the responsibility of the teacher to convey this information to each and every student.

The onus for learning, however, does not rest solely on the shoulders of the teacher. The partner in the learning process, the student has a role of paramount importance. He must evidence internalization of all aspects of the discipline. He must not only comprehend; he must be able to apply and demonstrate that which has been learned.

Implications. What are the implications for the learner? Let us refer back to the paradigm which depicts the emerging role of the student (p.35). Note that there are four interactional relationships. TABLE IV-I cites the relationships, with objectives and implications for the learner.

TABLE IV - I

STUDENT ACQUISITION OF THE BASIC CONCEPTS

Interactional Relationship	Objectives	Implications
Student-Teacher	1. To develop an understanding of all of the basic concepts of physical education	1. Perform all reading, writing and research assignments. Synthesize from the assignments and elicit from the teacher the basic concepts.
	2. To develop an understanding of one's strengths and limitations.	2. Self-critique performance and compare the information with the teacher's assessment.
	3. To learn to think logically.	3. Apply the "levels of learning" concept. Seek assistance from the teacher.
Student-Content	4. To identify the values to be derived from varied activities.	4. Analyze and cluster tasks/activities according to values derived. Subsume said tasks/activities under basic concepts.
	5. To plan and initiate an individualized program commensurate with one's needs/strengths.	5. Pursue elective options which are consistent with needs/strengths.
	6. To develop a repetoire of recreational skills for lifelong pursuit.	6. Experiment with and practice the gamut of recreational activities for decision-making purposes.
Content-Learner Outcomes	7. To assess and evaluate one's performance	7. Self-evaluate performance periodically. Modify " plan" in accordance with findings.
	8. To compare one's performance with the values derived from the basic concepts.	8. Self-evaluate to note consistencies/discrepancies. Modify performance accordingly.
Teacher-Learner Outcomes	9. To use the teacher as a guide, assistant and resource person.	9. Constantly interact with the teacher and request a critique of performance and relationship of the same to personal outcomes.

ASSUMPTION: THE AVAILABILITY OF DECISION-MAKING AND LEADERSHIP OPPORTUNITIES

One of the problems in our society is created by those in power who shower their employees with responsibilities, but never confer upon them the privileges of decision-making and leadership. This all-too common problem destroys teacher-student relationship. (Just reflect upon the relationships you've had with autocratic administrators.)

The availability of leadership opportunities is an assumption which implies an equal obligation on the part of the teacher and the learner. The teacher must use strategies to create an environment which is conducive to generating leadership qualities among her students. And, the students must accept the proffered opportunities. When such a situation prevails, we will be well on the way toward the stimulation and development of physically-educated individuals.

Implications. Let me cite some implications emanating from the provision of decision-making/leadership opportunities and examples thereof:

1. Rules and regulations tend to be more readily accepted when the onus for proper performance (decision) is placed on the learner rather than superimposed from without (the teacher).

   Example: For years, I stood at the doorway to the gymnasium and recorded the names of students who reported after the late bell. This authoritarian strategy was a constant source of consternation for me and irritation for the students involved. In essence, I showed little respect for my students. In the later years I modified my "lateness policy"— tardiness would be checked in the gymnasium during the pre-activity warm-up period. The result was very startling! Seldom were students late thereafter. Rationale: I placed the burden of responsibility and decision-making directly on the shoulders of the students.

2. The teacher is more readily respected when he permits his students to evaluate his performance (decision-making) and modifies his performance accordingly.

   Example: For years, I had my students evaluate my performance; criteria: preparedness, enthusiasm, rapport with students, knowledge, etc. The evaluations were anomymous, synthesized by the students and presented to me. I discussed the findings with each group and vowed to strengthen my weak areas. Result: Much better rapport.

3. Learning is enhanced when students are afforded the opportunity to evaluate the course offerings.

   Example: When teaching gymnastics, I set up individual stations within the class (i.e., mats, high bar, parallels, etc.) and assigned students to each station heterogeneously. At the termination of a unit, one student's evaluation of the offering cited the following problems — the gifted students were monopolizing the equipment and the less talented were not participating because of a fear of being embarrassed. As a result of the student decision-making experience, I modified the structure of subsequent units — students were grouped and rotated homogenously.

4. Opportunities to officiate games engenders the manifestation of sportsmanlike qualities.

   Example: Whenever I taught team games, I used either of two strategies: assigned student officials or no officials. The latter strategy required all players to self-officiate. As a result of the leadership and decision-making authority, the officials were constantly being criticized by their teammates. Thus, they became cognizant of poor sportsmanship behavior. (It is an assumption on my part that those experiences altered subsequent behavior.)

5. Leadership opportunities stimulate creativity.

   Example: Use "follow the leader" type activities at the elementary level. Rotate leadership and request that each leader devise and demonstrate a new skill. (This type of experience will tend to benefit each individual; rationale: leaders will design tasks which reinforce their strengths and, at the same time, remediate the deficiencies of other individuals.)

6. Leadership/decision-making experiences will enhance the self-image of the learner.

   Example: Use of student leaders or guided elective experiences will enable students to demonstrate and practice that which they do well; the result: confidence and self-esteem. Equally important, those motivational experiences can be used to foster improvement in areas of deficiency. Case in point: I met with a student who was paralyzed on the right side of his body due to a car accident; the intent: to plan a meaningful individualized program. Discussion revealed that he loved basketball. Following a meeting with the school physician and the use of other information-gathering techniques, a prescription was prepared which included foul, set shooting and lay-up shots. However, there was a "catch" — he had to devote equal time to improving the range of motion and strength of his atrophied extremities. (One example: He played badminton with a racquet in each hand.) The result: dramatic progress! Dramatic progress through motivation.

7. Leadership/decision-making experiences will foster physical and mental development.

   Example: Tried a variety of strategies to motivate one of my 8th grade students to improve her level of physical fitness. All strategies were to no avail — her sole interest was boys. Then, I appealed to her for help. I indicated I had a large 4th grade class which met during one of her study periods. I asked if she would volunteer to assist me. The sequel: Not only did she assist me; she also developed an optimum level of fitness. Rationale: In her zeal to do a good teaching job, she worked on her deficiency areas.

Example: Fostering the development of the student's mental processes necessitates teacher guidance and assistance. Student exposure to the following will be a "move" in the right direction."

- Developing multiple choice questions which address the higher levels of cognition — application, analysis, synthesis and evaluation.
- Analyzing tasks to determine the values derived therefrom.
- Breaking tasks down to their discrete entities.
- Analyzing activity performance to denote typical and atypical patterns.
- Analyzing tasks and noting commonalities; implications: transfer of learning.
- Self-assessing and evaluating performance and comparing performance with external criteria.

SUMMARY REMARKS

The new role of the student is based on a series of assumptions. If the goal of physical education is to develop the total individual so that she is physically educated, she must become a partner in the teaching/learning process. Consequently, there must be a high level of interaction between the student and the teacher. Each is responsible for ensuring that the assumptions are complied with.

The first assumption requires student acceptance of responsibility. She has to be held accountable for her actions. However, this assumption also implies that the teacher respects each individual. More important, the instructor must make explicit by her actions — evidence of this respect.

The second assumption implies that before graduation the student has an all-encompassing understanding of physical education and the values that can be derived therefrom (basic concepts). For without that knowledge, she can not attain the ultimate goal. Compliance with this assumption requires:

. Constant student interaction with the teacher.

. Student application of content to meet individual strengths, needs and interests.

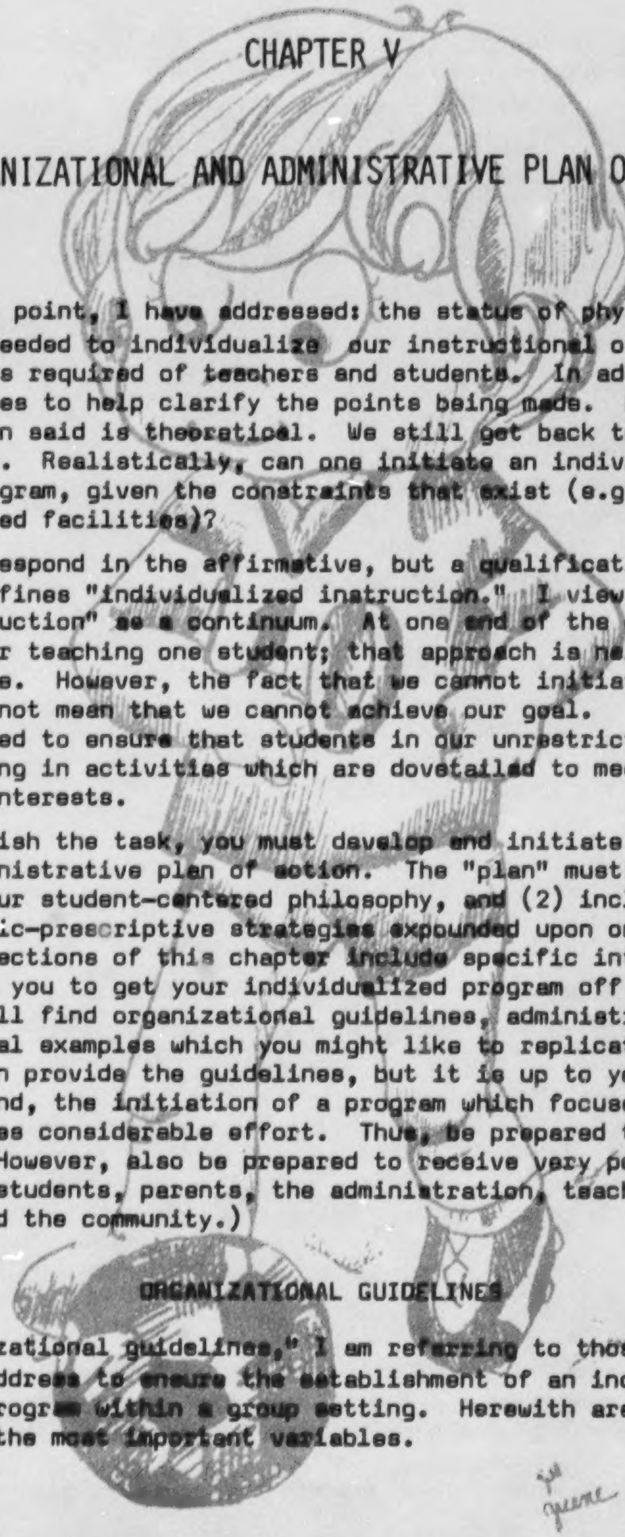
. Student assessment and evaluation of performance.

. Teacher support as a guide and resource person.

Finally, the new role of the student envisions her as a partner in all that takes place. Thus, the teacher must accord her meaningfull decision-making and learning experiences. Equally important, the student must accept these opportunities. For only through such participation can she achieve her rightful goal as a physically educated individual.

CHAPTER V

AN ORGANIZATIONAL AND ADMINISTRATIVE PLAN OF ACTION



Up to this point, I have addressed: the status of physical education, changes needed to individualize our instructional offerings, and the role changes required of teachers and students. In addition, I have included examples to help clarify the points being made. However, much of what has been said is theoretical. We still get back to the question of practicality. Realistically, can one initiate an individualized instructional program, given the constraints that exist (e.g., large class sizes and limited facilities)?

Again, I respond in the affirmative, but a qualification is in order—how one defines "individualized instruction." I view "individualization of instruction" as a continuum. At one end of the continuum we have one teacher teaching one student; that approach is neither realistic nor feasible. However, the fact that we cannot initiate that one to one ratio does not mean that we cannot achieve our goal. Varying strategies can be used to ensure that students in our unrestricted programs are participating in activities which are dovetailed to meet their needs, strengths and interests.

To accomplish the task, you must develop and initiate an organizational and administrative plan of action. The "plan" must: (1) be consistent with your student-centered philosophy, and (2) include elements of the diagnostic-prescriptive strategies expounded upon on pages 20-29. The following sections of this chapter include specific information which will help you to get your individualized program off the ground. Included you will find organizational guidelines, administrative guidelines and several examples which you might like to replicate.
(A Caveat: I can provide the guidelines, but it is up to you to initiate the program. And, the initiation of a program which focuses on the individual requires considerable effort. Thus, be prepared to put forth extra effort. However, also be prepared to receive very positive feedback from your students, parents, the administration, teachers from other disciplines, and the community.)

ORGANIZATIONAL GUIDELINES

By "organizational guidelines," I am referring to those variables that one must address to ensure the establishment of an individualized instructional program within a group setting. Herewith are guidelines for addressing the most important variables.

Gymnasium Set-up

First and foremost, the gymnasium must be set-up to accommodate separate learning stations. Each station to be viewed as a discrete entity and designed to facilitate the achievement of one or more learner outcomes. This setting should be used for one-half of the instructional period and the activity program should focus on individual deficiencies. Figure 5-1 illustrates a motor learning station set-up.

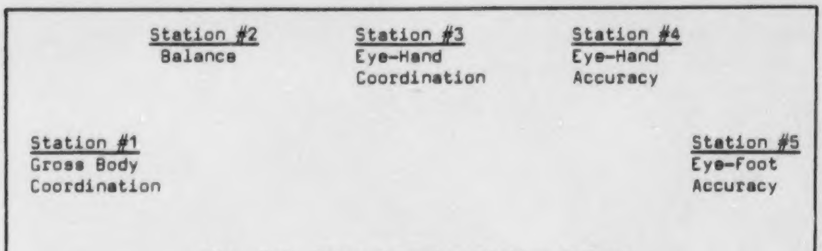


Fig. 5-1 Motor Learning Station Set-up

Fig. 5-2 provides a similar station for improving physical fitness.

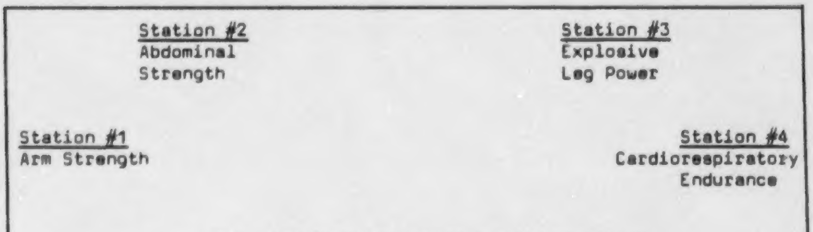


Fig. 5-2 Physical Fitness Station Set-up

Second, the instructional period should be structured so that it can be used to accommodate individual strengths and interests. A very practical approach is to use the remaining half of each period for this purpose. Two possibilities:

1. Use of the above motor or physical fitness stations can be complemented by permitting your students the opportunity to make elective choices among those stations.
2. Or, you may use the time for group games which focus on those motor learning and physical fitness factors.

There are many other options at your disposal. Your choice depends upon the curriculum unit that you are teaching. The important point to remember is "each period should be a meaningful, related whole." The first half of each period should focus on needs; the second half should focus on strengths and/or interests.
(Note: One positive aspect of this structural arrangement is the fact that it can be used with your existing curriculum. You do not have to change your curriculum — just restructure the presentation of the same.)

Student Learning Experiences

The restructuring of the gymnasium setting to accommodate four or more groups would normally necessitate additional instructional personnel. However, use of the SC approach obviates the need for additional teacher(s). To solve the problem, design each unit so that some or all of your students share the teaching responsibilities.

1. Have a student leader at each station.

2. "Pair" students and have them critique and teach one another.

3. Assign each student the task of evaluating his/her progress.

(Note: The technique used depends upon the unit taught, the grade level and capabilities of the students involved.)

Supplies and Equipment

The third factor (supplies and equipment) may seem relatively unimportant. After all, most schools have said items available for their programs. That is true. However, the items available are usually only sufficient for group instruction. Let me cite as an example a presentation I gave to my Board of Education:

> During my budget presentation to the Board, I was questioned about the fact that I listed the need for 60 playground balls. The Board member stated, "Is your request financially sound?" I countered by stating that we teach ball-handling skills at the third grade level. I added that our inventory lists 30 balls on hand; our projected enrollment for next year will be 90 students. He, then stated, "Won't 30 balls be sufficient to teach the students?" I responded by stating, "Let's assume my staff was teaching reading." "Would 1 text for each 3 students result in quality learning?" I concluded by remarking the least expensive cost involved was monies for supplies and equipment. The Board member thanked me for my comments and the budget item was approved.

The important point that is being made is — an individualized program necessitates sufficient supplies and equipment so that all students are actively and educationally involved for the entire period. Another case in point:

> Unofficially, a Board member wanted to know why I ordered barbells and weights for our "Weight Training" classes rather than a sophisticated piece of equipment, with built-in variable resistance.

> My response was that I ordered the free standing weights for the following reasons: all students would be actively involved in a program based on their needs, less storage space was needed and the expenditure of funds was much more modest. I added that I would like to have the variable resistant equipment for after-school use, but the student enrollment per class was such that such an investment was not educationally sound.[1]

(By my examples, it seems I spent an inordinate amount of time addressing Board members. That's really not true, but it is important that we be prepared for those occasions. Always make sure your remarks are educationally sound.)

ADMINISTRATIVE GUIDELINES

The administration of a SC program necessitates you give consideration to record-keeping, instruction and your role as the teacher. These requirements interrelate with the organizational variables.

Record-Keeping

Sound program administration necessitates the development and use of a comprehensive record-keeping system. A system which enables you the teacher to convey to any parent the following information:

1. Their child's strengths and specific deficiencies.
2. That which is being done to reinforce and remediate said strengths and deficiencies.
3. The aspirational levels set for their child.

> Example: A professional colleague(chairman of HPER at a local college) related an incident that occurred at a Parents' Night. He visited with his child's academic teachers and received detailed information related to the three points listed above. However, when he met with his child's physical education teacher he only received two comments. "Your child has a "B" average and he is doing fine." My colleague pursued the matter a little further — to no avail!

I wish the example were an exception to the rule, but it is not. Many physical educators keep records, but few can provide parents and the community with educational answers. The bulk of our profession keep records for two purposes: (1) As a basis for grades, and (2) for the awarding of certificates. Why should we keep records? The intent should be crystal clear! We should keep records for diagnostic—prescriptive—and evaluative purposes.

What should your record-keeping file include? The response to that question would depend upon the extent to which you desire to individualize your instructional program. Minimally your file should include:

---

[1] Large weight training equipment units are educationally unsound for those reasons:(1) the limited number of stations available will not accommodate large classes, thus all students will not be active; and (2) limited stations results in the "plugging in" of students into stations not necessarily designed to meet their individual needs.

1. A file folder for each class that you teach.(Ideally, there should be a file folder for each class at every grade level.)
2. Each file folder should include:
   a. Student performance scores from previous grade(s).
   b. Pre and post test results based on the use of formal and informal instruments. (Test results can be recorded on composite sheets.)
   c. A simplified record of individual and group needs and strengths (e.g. student profiles and or anecdotal remarks).
   d. Other related information such as the confidential listing of students with medical problems.
   e. Medical excuse forms and activity prescriptions approved by the family or school physician.

Instruction

To administer the instructional program properly, you need to prepare and mimeograph a variety of forms. However, once standardized, the routine becomes relatively easy. The forms prepared should include: individual score sheets, composite score sheets, individual skill checklists, individual and group profile sheets and parental reporting forms.

> Example: Use of a parental reporting form is an excellent strategy for selling physical education. I used this strategy as follows: (1) Identified two students (each marking period) who made considerable improvement and (2) notified the parents of the results and urged them to commend their children. Parental feedback was always very positive. I, vividly, recall one parent stating, "It's the first time that I have ever received a personal note from the school which commended my child. All reports in the past were for disruptive or poor performance."

(Note: I did not send a report home on all students. Thus, the strategy required minimal effort.)

In addition to the preparation of the aforementioned forms, I recommend you consider developing:

. A variety of written tests.

. Skill test directions.

. Instructional cue cards (i.e., laminated cards which include illustrations and descriptors of the tasks to be performed).

Teacher Role

I've saved the very best for last. The record-keeping and instructional requirements for program administration are rigorous. They will require considerable effort on your part. However, let's look at the bright side of administration — "as you sow, so shall you reap." All of that effort will not have been in vain. You will be exhilarated in your new role as a diagnostic-prescriptive teacher.

No longer will you be required to: perform all menial tasks such as checking attendance and equipment, "lead" the class in exercises, teach skills at 5-6 different stations and test each and every student. These requirments are truly time-consuming and contribute little to the student learning process. In a sense, you will become a teacher-administrator. Your primary function will be to ensure that learning takes place. And this will take place because you will no longer be restricted by the other chores. Your teaching role will involve moving throughout the class and serving as a guide, assistant and resource person. (One very positive spin-off effect—you will get to know all of your students.)

As a partner in the teaching/learning process, you have another important role as an administrator. You are responsible for delegating assignments, responsibilities and authority. Further, it is important that you provide your assistants with periodic inservice training and resource materials. Above all, use every strategy you can to maintain a high group motivational level — for an important "key" to the success of your student-centered program is the administrative leadership you provide.

EXAMPLES OF INDIVIDUALIZED INSTRUCTION WITHIN A GROUP SETTING

In the previous two sections I provided overall guidelines for organizing and administering a student-centered activity program. I stated that sound programming necessitated the formulation of a plan of action which addressed the following variables:

1. Learning station set-up.
2. Focus on deficiencies (first half of the period).
3. Focus on strengths and interests (second half of the period).
4. Student learning experiences.
5. Supplies and equipment.
6. Record-keeping.
7. Teaching role.
8. Delegated responsibilities and authority.

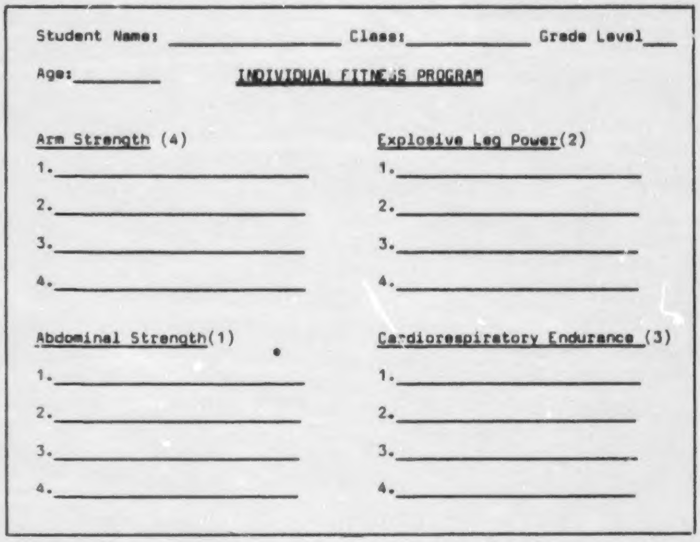
Now, I shall provide six examples of how you can individualize your physical education program, regardless of class size. To make the examples as explicit as possible, I shall describe that which should be done in terms of each variable. However, for descriptive continuity I have rearranged the variables as follows:

1. Teaching role (includes record-keeping).
2. Learning station set-up.
3. Supplies and equipment.
4. Focus on deficiencies.
5. Focus on strengths and interests.
6. Student learning experiences (includes teacher-delegated responsibilities and authority).

1. Elementary Level, Focus: Individualized Physical Fitness

Teaching Role

- Using the information gathered from the administration of a physical fitness test and/or other informal assessment techniques, identify each student's prioritized physical fitness needs (e.g., arm strength, abdominal strength, explosive leg power and cardiorespiratory endurance).
- Prepare individual activity cards for each student. Figure 5-3 provides a sample of one such card.



Student Name: ________________ Class: ____________ Grade Level___

Age: ________ INDIVIDUAL FITNESS PROGRAM

Arm Strength (4)

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Explosive Leg Power(2)

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Abdominal Strength(1)

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Cardiorespiratory Endurance (3)

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Fig. 5-3 Individual Physical Fitness Card (5 X 8)

Note that the sample card reflects numbers in parentheses, adjacent to each physical fitness factor. The numbers signify priority needs. Thus in the illustration, John's arm strength has been identified by the teacher as his area of greatest deficiency. The number "4" indicates he must perform 4 exercises or tasks to improve his arm strength. The "3" after his next priority need (cardiorespiratory endurance) signifies he must perform 3 exercises or tasks related to endurance. His remaining priority needs are explosive leg power (2) and abdominal strength (1).

- Prepare eight activity packets as follows:
  - On two large manila envelopes inscribe, in large letters ARM STRENGTH. Repeat the procedure, using the other physical fitness factors as heading for the remaining six envelopes.
  - Task analyze exercises and skills and identify the primary physical fitness values derived therefrom. Then, cluster these exercises and skills (a minimum of 12) under the four factor headings. Prepare a series of 5 x 8' cards; each card to include: an illustration of how the task is performed, several descriptive statements and a heading such as, "Modified Sit-ups: ABDOMINAL STRENGTH." Make two copies of all cards and place them in their respective envelopes for each factor.

-"Mask" the envelopes on the walls around the gymnasium.

- Prepare a composite class roster which includes pre-post gain and percentage of improvement categories.
- During each session, move from station to station throughout the period. Constantly demonstrate, guide, assist and reinforce the efforts of each learner.

Learning Station Set-up.

- Print and post four, large wall cards. On each card identify one of the factors. Thus, you will have four teaching stations.

Supplies and Equipment.

- Identify the supply and equipment items needed to perform the predetermined activities. For example, if one of your selected tasks is hand-walking on parallel bars, you would obviously need a set of parallel bars.)
- Place the supply and equipment items at one of the four stations — in accordance with the primary value derived therefrom. Fig. 5-4 illustrates sample equipment at an ARM STRENGTH STATION.

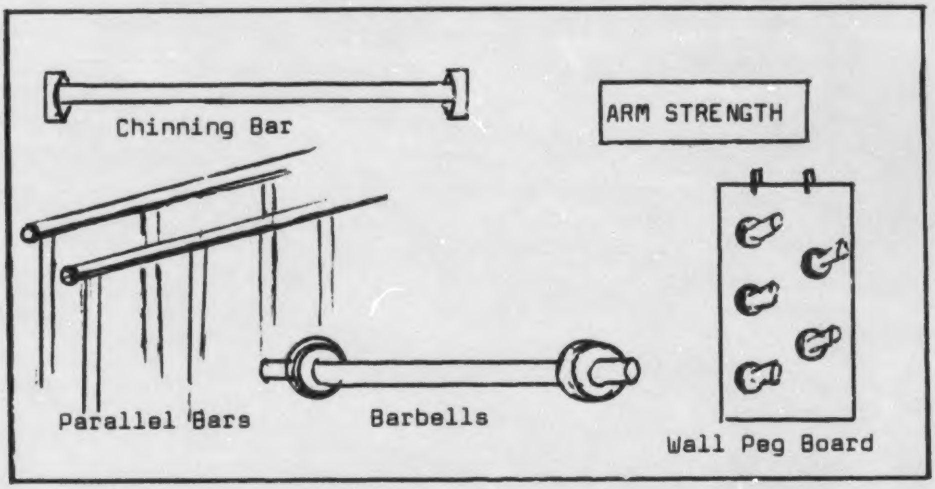


Fig. 5-4 Arm Strength Learning Center

Focus on Deficiencies (1st half of the period).

- During the time allotted, the students are to perform ten exercises or skills in accordance with the prioritized deficiencies listed on their cards. (Note: The students do have elective options as their greatest need would require 4 exercises/skills at a station whereas each packet contains 12 activities.)

Focus on Strengths and Interests (2nd half of the period).

- There are at least two alternatives:
  - Keep the same gymnasium set-up and permit students to perform any of the 48 tasks which are explained in the 4 packets. They may perform one or more tasks — based on their personal desire(s).
  - Use this time slot for one of your group activity curriculum units which contributes to the improvement of one or more of the physical fitness factors. For example, the game of soccer would complement the focus on physical fitness because it contributes to cardiorespiratory endurance. The game situation is also a student motivator.

(In actuality, you can use the second half of each period to initiate any of your existing curriculum units which you feel will motivate your students. The "key" is that the offering taught is of interest to the students. Rationale: An offering which focuses on strengths and/or interests will serve as a catalyst which will motivate your students to put forth maximum effort to improve in their areas of need.)

Student Learning Experiences.

- The number and variety of student learning experiences (including responsibilities and authority) will depend upon the age, grade and cognitive levels of the students involved. Herewith presented is a list of options. Select those that would be appropriate for your class(es). Have your students:
  - Develop individual profiles and identify prioritized needs.
  - Prepare their own individualized activity cards.
  - Label the activity envelopes.
  - Prepare one prescriptive activity card (including drawing).
  - Print and post wall cards.
  - Set-up and disassemble learning stations in accordance with your master plan.
  - On a daily basis, list the exercises/tasks performed and the number of repetitions, or some other indicator which denotes improvement (e.g., hand-walked 5', 10', etc.).
  - Assist and critique the performance of their partners.

2. Junior-Senior High School Level. Focus: Individualized Physical Fitness

Teaching Role.

- Distribute the information gathered from the administration of a physical fitness pre-test to your students.
- Have your students plot and analyze their individual profiles.

- Explain the concept underlying circuit training — the overload concept.
- Advise students they are to select and perform 10 exercises at the stations set-up around the perimeter of the gymnasium. (The exercises are to be selected in accordance with priority needs.)
- Prepare and distribute individual activity cards. Each card to contain placement for: name, class, grade level, age and repeated performance scores. Scoring procedure: The completion of 10 exercises constitutes the completion of 1 circuit; portions of a circuit are to be recorded in tenths. Thus, if a student completes 1 circuit, plus 2 exercises in the time allotted, her score would be 1.2. See sample below.

Student Name: ____________________ Class: ________

Age: ________ Grade Level: ______

Exercises to be Performed: ____________________

____

PERFORMANCE SCORES

Date	Score	Date	Score	Date	Score	Date	Score
____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____

Pre-score: ________ Post-score: ________ Percentage Gain: ____

Fig. 5-5 Circuit Training Physical Fitness Card

- Check individual activity cards to ensure students select activities in accordance with priority needs.
- During the 10-15 minute circuit period, move around the gymnasium and assist, guide and motivate students.
  (Note: If some exercises are too difficult for the low achievers, modify the same to ensure success.)
- Prepare a composite score sheet for each class. Record pre-post scores and percentage gains. Use as a partial basis for a subsequent grade based on improvement as well as achievement.

Learning Station Set-up.

- Set 20-25 learning stations around the outer perimeter of the gym. Each station to provide items for the performance of each exercise or skill selected.

- Construct and place signs on the walls; the signs to include the name of the exercise or skill and the primary value derived therefrom. Example: Modified step test: CARDIORESPIRATORY ENDURANCE.

Supplies and Equipment.

- Check through your inventory and identify supply/equipment items which necessitate the use of minimal performance space. Examples: The "Step Test" can be performed by pulling out one section of the bleachers; pull-ups can be performed on wall pull-up bars and an existing basketball backboard can be used for repetitive jumping (explosive leg power).

- Intersperse movable items among stationary pieces of equipment.

Focus on Deficiencies (1st half of the period).

- During the time allotted, the students are to perform their exercises and repeat for as many circuits as possible. (Note: The students do have elective options as the variety of options exceeds their prescriptive needs.)

Focus on Strengths and Interests (2nd half of the period)

- Two alternatives:
  - If the intent is an accelerated conditioning program, have the students use the second half of the period to perform any exercises of personal interest.
  - Use the time frame for any existing instructional unit; rationale: at this age level, the first half of the period has a built-in motivator — students can feel and see visible evidence of personal improvement.

Student Learning Experiences.

Have your students:

- Plot their profiles, prioritize their needs and record the 10 exercises or skills they are to perform on their activity cards.
- Task analyze supply/equipment items and identify the values derived from the same.
- Prepare and post physical fitness station signs.
- Set-up and disassemble movable supply/equipment items.
- Perform their exercises/skills correctly.
- Record their daily circuit scores.
- Compute their physical fitness and percentage gain scores.

Example: Given a student completes 1 circuit and 2 exercises on day 1, her pre-conditioning raw score would be 1.2. On the last day of the program, she completes 2 circuits and 4 exercises. (Note: The conditioning time remains constant throughout the program.) Thus, her post-conditioning score would be 2.4. From that information, we glean the following:

Physical fitness gain — 1.2 circuits.
Percentage gain — 100% (i.e., 1.2/1.2).

3. Junior High School Level, Focus: Individualized Weight Training/ Figure Control

Teaching Role.

- Conduct a 1-2 day introductory lesson. Explain and/or demonstrate the following:
  - The proper lifting and breathing technique for each exercise.
  - "Repetitions," "sets" and "overload principle."

  Procedure:

  Boys to perform 1 set of each exercise for 5-10 repetitions. When 10 repetitions are attained, the weight load is increased the next day. Girls follow the same procedure except that they perform 10-20 repetitions in a set; their emphasis is on "definition" rather than "bulk." Also, the instructor may substitute dumbbells for barbells.

  - The muscle groups activated by each exercise.
  - Safety considerations.
  - The procedure for identifying one's initial proper lifting weight.

    Example:

    The exercise to develop the biceps muscle is the standing "curl." A female desiring to determine her entry level is to experimentally curl different weight loads. Her starting weight should be one that she can curl for 5-10 repetitions. She is to use the same procedure to determine her initial weight load for each exercise. The procedure for the boys is the same except that initially they should be able to curl the weight from 1-3 repetitions.

  - The procedure for recording performance scores on individual activity cards. (See Fig. 5-6. for a sample card.)
  - The proper technique for measuring muscle girth and adipose tissue.
  - Each student's daily exercising routine.
- Prepare individual activity cards.
- (See Figure 5-6 on next page.)
- Rotate from station to station and check to ensure that: lifting tasks are performed correctly (e.g. upright curling should take place with back to the wall so that the back is not arched when performing the curl); students are lifting weights consistent with their needs; repetition/set requirements are complied with; and, correct "spotting" techniques are being used.
- Prepare composite recording form. At the end of the unit, list pre-post data and improvement scores for each exercise, muscle girth measurement, adipose tissue measurement and body weight.

WEIGHT TRAINING AND FIGURE CONTROL RECORD

Name Mary Jones Instructor ______ Class ______

Name of Exercise	Body Regions (Muscle Groups)	Date 1/1	Date 1/3	Date 1/5	Date 1/8	Date 1/10	Date 1/12	Date 1/15	Date 1/17	Date /19	Date /22	Max. wgt.	Init. wgt.	Increase (lbs.)
		lbs/rep.	lbs/rep.	lbs/rep.	lbs/rep.	lbs/rep.	lbs/rep.	lbs/rep.	lbs/rep.	lbs/rep.	lbs/rep.			
1. Standing Curl	Biceps	30/10	30/15	30/20	40/6	40/9	40/15	40/14	40/18	40/20	50/5	50 lbs	30 lbs	20 lbs
2. Squats	Thighs/ Hamstrings													
3. Set-ups with weight	Abdominals													
4. Wrist Curls	Grip/ Forearms													
5. Heel Raises	Calves													
6. Back Extensions	Back Muscles													
7. Military Press	Triceps													
8. Mat Pull-overs	Back/ Chest													
9. Shoulder Shrugs	Shoulders/ Back													
10. Rope Skip														

STUDENT PROPORTIONS & WEIGHT RECORD

Name ______ Instructor ______ Class ______

Items	Initial Measuring Date	Date	Date	Date
Chest Proportions				
Waist				
Abdomen				
Hips				
Thigh				
Calf				
Arm				
Adipose Tissue				
Arm				
Sub-Scapula				
Waist				
Weight				
Remarks				

Fig. 5-6 Individual Activity Card

Learning Station Set-up

- Sub-divide the gymnasium into 15 - 20 individual learning stations. That number of stations is needed to ensure that the weights used are such that low achievers can achieve success and the gifted can be challenged.

Supplies and Equipment.

- Fifteen - twenty individual barbells, a dozen pairs of dumbbells (varying weights) and 1,000 - 1,500 pounds of 5-10-25-50 pound weights are needed. In addition, 6 metal tapes and six skinfold calipers are needed to measure muscle girth and adipose tissue. Finally, the addition of 1 dozen jump ropes and the availability of a scale will comply with all needs. A couple of points regarding the weights:
  - Have weights spot-welded on the barbells by the Industrial Arts Dept. Then paint the weights on the barbells. (Fig. 5-7 highlights one way of setting-up the gymnasium and placing the supplies/equipment.)
  - The weight recommended will enable you to individualize your program — even with class sizes of 35 - 40 students. And, the cost incurred will be far less than the cost for installing a variable resistance unit.

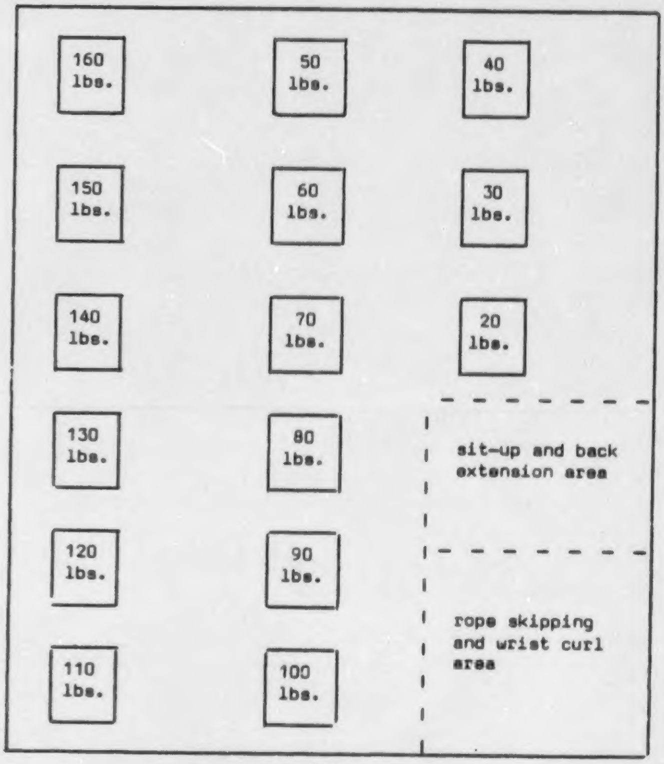


Fig. 5-7 Individual Weight Training/Figure Control Stations

Focus on Deficiencies, Strengths and Interests

. For this particular unit, use the entire class period as one entity. Rationale: Adolescents are very much interested in their personal appearance. Consequently, when you make them aware that the overall exercising regimen will give boys that "V" shape and help girls firm the mammary gland area and eliminate unsightly adipose tissue, they will be intrinsically motivated to put forth maximum effort. Further, the nature of the overload concept is such that it results in the conversion of deficiencies into strengths.

Student Learning Experiences.

The success of this instructional unit is predicated on the fact that all students will be totally involved throughout each period. Incorporation of the following learning experiences will help to ensure that your students become knowledgeable about the outcomes derived from physical activity and equally important will be on the road to becoming physically educated individuals. Have the students:

. Set-up and disassemble mats, supplies and equipment daily. (Note: Have students in Industrial Arts spot weld and paint weights on the barbells.)

. Self-determine weight entry levels for each exercise.

. Determine muscle girth and adipose tissue measurements.

. Identify the locations and names of the muscle groups involved when performing each task.

Example:

One of my 9th grade students was executing "Mat Pull-overs" (i.e., lying in a supine position on the mat with a barbell resting in the palms, with the arms extended overhead touching the mat). He asked me, "What muscles are involved when I perform the movement?" (The movement involves keeping the arms straight, bringing the weight straight overhead to a front-resting position on the thighs and then returning the weight to the starting position.) In response, I had him remove his tee shirt and perform the task slowly. I urged him and his partner to observe and identify the muscle groups which contracted. They noted the upper back (latissimus dorsi) and chest(pectorals) muscles contracted. I concluded by stating that all that they have to do to identify that which is being developed is to observe and note areas of contraction.

(Note: To help your students, prepare and post wall charts which illustrate all of the major muscle groups of the body.)

. Work with a partner and serve as his/her "spotter."

. Perform each exercise properly and in accordance with the overload concept.

. Record performance scores on a daily basis.

Example:

If on day 1 of the program a girl curls 30 lbs ten times, she is to record "30/10."

- Measure and record muscle girth, adipose tissue and body weight every two or three weeks, depending upon the length of the unit.

(Note: To really see benefits, the unit should be conducted for a minimum of 12 weeks.)

- At the end of the unit, determine: the gains derived from each exercise and the overall changes in body structure and weight.

4. Senior High School Level, Focus: Advanced Basketball

Teaching Role.

The teaching of an advanced basketball unit is based on the assumption that your students have been exposed to and mastered the basic rudiments of the game. Further, one of the intents for the unit is to create an environment which is conducive to the stimulation of cognitive development (that is, enhancing comprehension, application, analysis and synthesis). Your role in creating this environment is as follows:

- Prepare and administer a pre-test which provides information related to offensive and defensive individual/team strategies and skills.
- Review and synthesize the information gathered.
- Explain and demonstrate the following unit content in accordance with priority needs:
  - Man-to-man defense.
  - The varied zone defense patterns.
  - Hybrid man-to-man and zone defenses.
  - "Pressing" defensive strategies.
  - Special offensive plays and patterns.
- Prepare, mimeograph and distribute instructional materials and diagrams which further clarify the above. (Student assignment: To read the materials prior to the start of the activity phase of the unit.)
- Select and appoint 4 squad leaders and assistant squad leaders. (One criterion would be to select those students that have had previous basketball experience.)
- Have the leaders sit down as a group and divide the class roster into four teams. Advise the leaders that they will be assigned to their teams after the selection process has been finalized. (This is an excellent strategy which helps to ensure that the teams are of equal ability and there is no individual stimatization involved.)
- Assign squad leaders to teams and meet with them to explain "how" they are to conduct their instructional units.
- Assign game officials on a rotational basis — two from each team. (Note: They are to officiate games when their team is not playing.)

- Prepare and post a rotational playing schedule.

Example:

Day I	Day II	Day III	
1 vs 2	1 vs 3	1 vs 4	Repeat.
3 vs 4	2 vs 4	2 vs 3	

- Once the activity period starts, follow your new role as a diagnostic-prescriptive teacher (i.e., move around and assist, motivate and stimulate cognitive development).
- Post-test student cognitive performance at the end of the unit.

Learning Station Set-up

Three learning stations are needed. One large station for the game situation; two smaller stations to accommodate team instruction. (See the illustration below.)

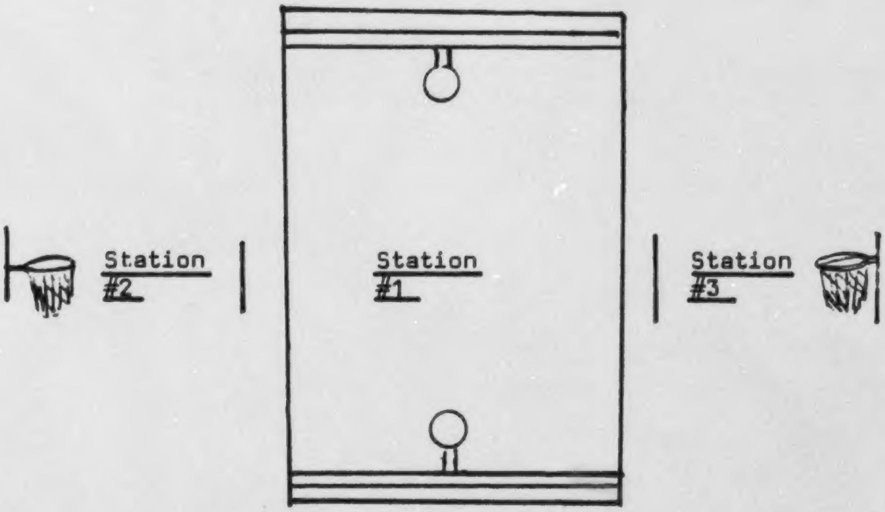


Fig. 5-8 Advanced Basketball Learning Station

Supplies and Equipment

- Place a chalkboard and chalk at Stations 2 & 3.
- Place a basketball at each station and have 2 or 3 balls in reserve for use at the instructional stations.

Focus on Deficiencies and Strengths.

The nature and intent of the unit precludes the need for dividing the instructional period into two discrete entities. (Although in actuality, there are two phases to each period. For example, on the first day of active participation, Teams 3 and 4 will devote the first half of the period to practicing at Stations 2 & 3 [focusing on needs/ deficiencies]. During the same time frame, Teams 1 and 2 will be involved in the game situation [focusing on strengths and interests]. Then, for the second half of the period, the procedure is reversed.)

Student Learning Experiences.

This unit is excellent because it provides students with a variety of meaningful, appealing learning experiences. If you use the unit, provide your students with opportunities and responsibilities for:

- Selecting team members.
- Preparing rotational game schedules.
- Setting up and storing supplies and equipment.
- Serving as team leaders.
- Explaining, demonstrating and providing the rationale for use of the varied offensive and defensive strategies.
- Officiating games. (Note: Have leaders prepare a rotational officiating schedule to ensure that all students are exposed to the meaningful experience.)
- Self-evaluating their own performance.
- Evaluating peer performance.
- Discerning what defense and offense their opponents are using and instituting strategies to counteract the same. (In other words, get them "thinking.")

Example:

Have the team on the offense: set up a "high post," pass the ball to the center, and have two guards "split the post;" rationale: to discern whether the defensive team is playing man-to-man, or using a zone defense. (If the guards are not pursued by defensive players, the liklihood is that the team is using a zone defense. Then, have one or more offensive players shout "zone defense.") In that situation have your students observe to note the specific type of zone which is being employed; the intent: to direct the offense toward its weak points. (See the illustration below for an example.) In the example, the offensive team noted the defensive team employed a 2 - 3 zone (i.e., two "chasers" and three defenders in the vicinity of the backboard. Upon noting

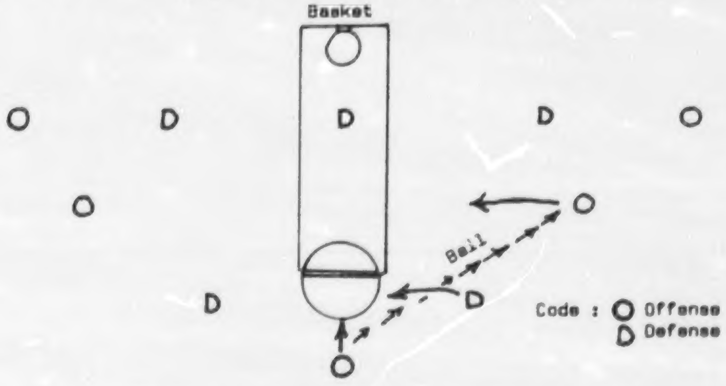


Fig. 5-9 Attacking 2-3 Zone Defense

that situation, the offensive team employed a 3 -2 offense; the plan: the middle guard brings the ball directly up the middle to force a commitment by either "chaser." Once a commitment is made, the middle guard passes the ball to the outside guard on that side (who has moved to the foul line for a 15 foot jump shot).

5. Junior High School Level, Focus: Introduction to Gymnastics

Teaching Role.

- Prepare and mimeograph sufficient copies of a "Gymnastics Skill Progress Checklist."
- Prepare, mimeograph and laminate gymnastic skill descriptor cards.
- Explain and demonstrate all of the skills, "spotting" techniques and other safety considerations.
- Divide your class into six squads. Within each squad, the students are to work with a partner.
- Select and appoint six squad leaders.
- Pre-test: The "paired" students are to evaluate each other's performance of all skills on the checklist. (Note: Have them use the laminated skill cards as references.)
- Rotate the squads until the self evaluation/peer evaluation is completed. Scoring procedure: Students are to place a blue check (✓) under the pre-test column for all skills that have been performed properly.
- Move around the class to explain skill requirements and to ensure proper evaluation procedures are being employed.
- Ability group all students in the class. Procedure: (1) Gather all checklist forms and determine the range of skills demonstrated (i.e., the spread of skills). (2) Form six squads based on the results.

  Example:

  The performance scores in one class ranged from 6 - 36 skills. One possibility would be to group students as follows: 6 - 10, 11 - 16, 17 - 22, 23 - 28, 29-32 and 33 - 36. Grouping hint: If possible, cluster the groups so that each squad has an equal number of students.
- During the instructional period, rotate from station to station and provide individualized-personalized assistance where needed.
- Have students check their progress at the end of the unit; procedure: use a red pencil to check the new skills acquired.
- Prepare an end-of-unit composite evaluation report; the report to reflect: the total numbers of skills performed by each student (achievement) and the new skills acquired during the unit (i.e., post-test score minus pre-test score). The latter difference score reflects improvement. Grading hint: Do you want to really be fair? Do you want to sell physical education? Then, base your grade on improvement as well as achievement.

Learning Station Set-up

Six learning stations would be ideal. Set-up an area for: tumbling, side horse, parallel bars, rings, high bar and ropes. If you do not have all of the equipment items necessary, then adjust the stations accordingly.

Important consideration: The fewer the stations, the less activity time per student. Thus, try to set-up stations to ensure maximum involvement.

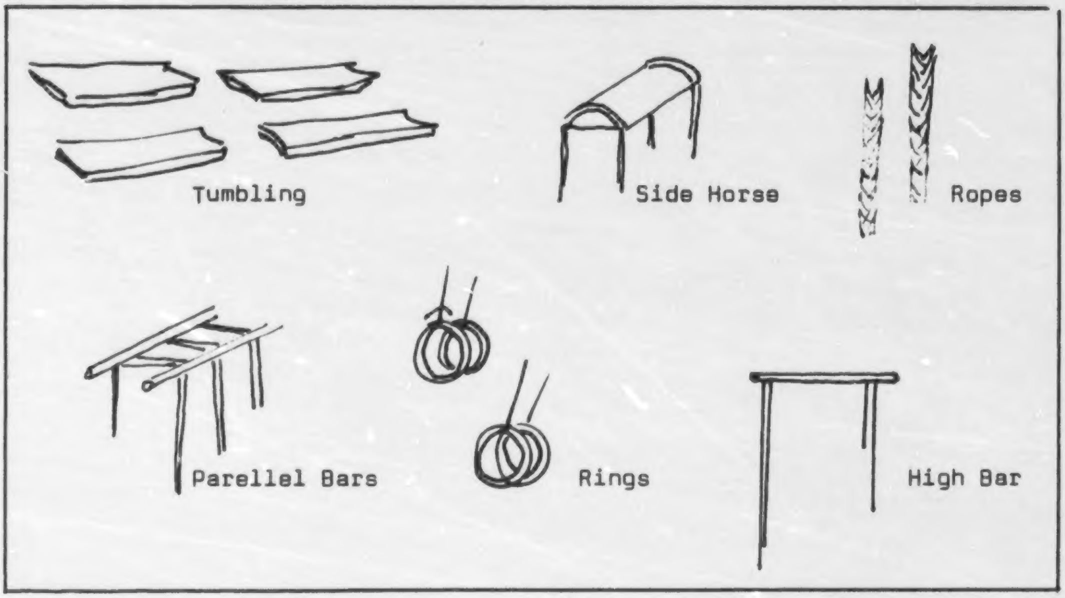


Fig. 5-10 Gymnastics Learning Station

Supplies and Equipment.

Set-up the equipment as per the illustration. Place 3 - 6 laminated instructional cue cards at each station. Figures 5 - 11 and 5 - 12 provide a cue card developed for use at the "rings" station. The card (5"x8") has skill illustrations and descriptors on both sides.

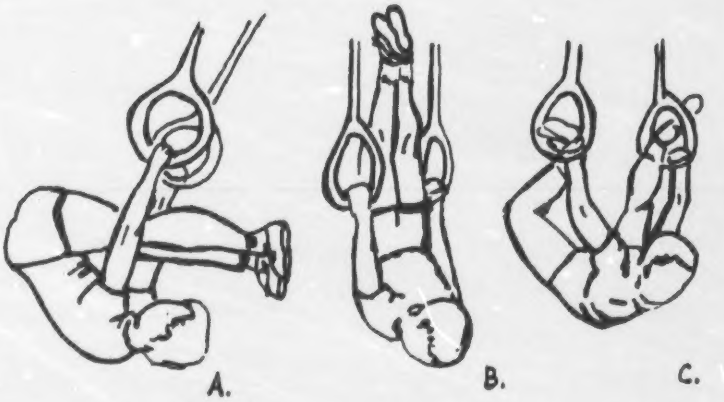


Fig. 5-11 Instructional Cue Card

A. Pike, kip, or half-inverted hang - press arms against legs and look at knees.

SPOTTING TECHNIQUE: Spotter places hands under performer's shoulders.

B. Full Inverted Hang - press rings against thighs, arch back, and keep head up.

SPOTTING TECHNIQUE: Two spotters, one on each side, supporting shoulders.

C. Bird's Nest - Grasp rings and bring feet upward until insteps are placed in rings. Head up, arch back, and hold on tightly with hands and feet.

SPOTTING TECHNIQUE: Spot by placing hands under chest.

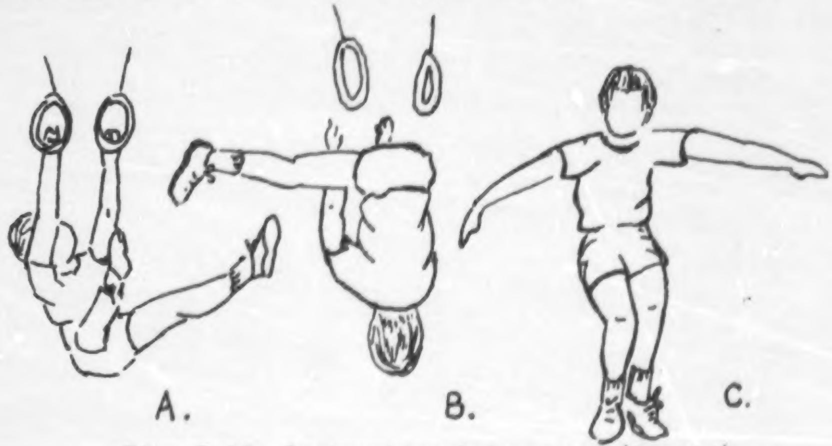


Fig. 5-12 Instructional Cue Card (Cont'd)

Double Leg Cut-off

A. Swing back and forth several times and bring legs up.

B. Spread legs and keep them moving backward until thighs touch arms and you can see the floor.

C. Release grasp and momentum will bring you to a standing position.

SPOTTING TECHNIQUE: Two spotters, one on each side of performer. Assist by grasping arm with one hand and supporting his back with the other.

Focus on Deficiencies and Strengths.

The structure of the instructional program (ability grouping) obviates the need to divide the period into two halves. Students are grouped on the basis of their performance levels. To ensure maximum progress, place a competent squad leader at each station.

Teaching Hint: Have squads rotate to a maximum of three different stations during a period; rationale: to provide sufficient time for the acquisition of new skills.

Student Learning Experiences.

. Setting - up and storing equipment.

. Serving as a "spotter."

- Self-evaluating performance.
- Evaluating the performance of a partner.
- Recording performance scores.
- Serving as a squad leader.
- Analyzing performance
- Preparing final progress report — that which highlights improvement and achievement.

6. Senior High School Level, Focus: Advanced Weight Training/Figure Control Unit

This unit is recommended if the junior-senior high school unit mentioned on pages 53 - 57 is taught as a prerequisite. Rationale: The advanced nature of the course necessitates that all students be thoroughly conversant with: proper lifting and spotting techniques, the values derived from the various lifting movements, the major muscle groups of the body and the overload concept and applications thereof.

Teaching Role

- Review the important aspects of the basic weight training/figure control unit.
- Explain and clarify the goal of the advanced unit — each student to develop and initiate an individualized program which is designed to improve his/her physical well-being in one specific area.

  Examples:

  - A pole vaulter may opt to develop upper shoulder girdle strength.
  - An obese student may set a goal which involves losing weight and enhancing his/her physical appearance.
  - A pitcher may desire to improve throwing velocity and leg strength/endurance.
- Explain and provide examples as to that which is a complete plan. Each student's individual plan is to include:

  1. A general goal statement.
     Example: Improve pole vaulting performance.
  2. Two or more specific, measurable outcomes.
     Example: Improve biceps/triceps strength.
  3. Information which indicates his/her initial baseline level.
     Example: Can "curl" a 50 pound weight three times; can "press" a 100 pound weight one time.
  4. His/her prescriptive program (i.e., exercises and activities dedesigned to enhance outcome performance).
     Example: Performance of "shoulder shrugs."
  5. Information which reflects to what degree each outcome has achieved.
     Example: Difference between pre and post testing to determine gain.

(Note: All of the above examples were "keyed" to the general goal statement.)

. Prepare and distribute (5" X 8") cards for individualized programs. See sample card below.

Name:____________________ Class________ Grade Level____________
Age: ______

Goal Statement:____
____

Outcomes:
1.____
2.____
3.____

Baseline Information:

Source	Score or Indicator

(Front)

Prescriptive Program:
1.____________________
2.____________________
3.____________________
4.____________________
5.____________________
6.____________________
7.____________________
8.____________________

Progress Indicators:

Source	Score or Indicator

Teacher's Signature: ____________________

(Back)

Fig. 5-13 Individual Weight Training/Figure Control Card

- Collect completed cards and evaluate for program consistency (i.e., the baseline information, prescriptive tasks and evaluative procedures are geared to goals/outcomes). Sign those programs which are sound; have a conference with those individuals who need assistance.
- Move from station to station and assist, guide and motivate individuals. Constantly stress the safety factor.

  Teaching Hint:

  Students with medical histories of heart problems, high blood pressure, or hernias should not be included in any lifting program. This sound advice also applies to the basic weight training/figure control unit mentioned previously.
- Prepare a composite form and record all indicators of individual progress.

Learning Station Set-up

Use the same set-up as for the introductory unit. (See Fig.5 -7 on page 55.)

Supplies and Equipment.

In addition to the supply/equipment items mentioned previously, you might need other selected items. Your supply/equipment needs will be based on student outcomes.

Example:

If students opt to increase throwing velocity, swimming, or rowing ability, a couple of wall pulleys would be advantageous. Girls who set their sights on losing weight and improving their figures would be highly motivated if they could look in a three - sided mirror and note a discernable improvement.

Focus on Deficiencies and Strengths.

Set-up each instructional period as a self-contained class. There is no need to divide the period in half because the teaching/learning environment is such that all facets of the diagnostic-prescriptive process are operational. Further, a high level of intrinsic motivation will prevail because each individual has designed an individual program based on his/her needs.

Teaching Hint:

The "key" to the success of this type of program is, you, the teacher. You must evidence interest in, and a willingness to help, each individual. You must be extremely knowledgeable in all facets of the program and make every effort to share said knowledge with your students.

Student Learning Experiences

- Set-up and store supplies/equipment.
- Prepare personal individualized program. Said program shall include:
  - Goal statement.
  - Learning outcomes.

  - Baseline information.
  - Prescriptive tasks/activities.
  - Progress indicators.
- Critique partner's performance.
- Self-evaluate personal progress and modify prescriptive tasks accordingly. (Note: Any modifications are to be approved by theinstructor.)

IMPLICATIONS OF AN INDIVIDUALIZED EDUCATIONAL PLAN (I.E.P.)FOR ORGANIZATION AND ADMINISTRATION

Public Law 94 - 142 mandated teachers of the handicapped organize and administer programs which meet the needs of each individual. The "heart" of the mandate was clarified in the I.E.P. Simply stated, "The I.E.P. is nothing more than a logical procedure which should be used to effect quality learning." While dove-tailed to specifically meet the needs of the disabled, the I.E.P. can and should be applied in all educational settings. (Oftentimes, I have mentioned to teachers that in the very near future, we will be mandated to use some variation of an I.E.P.with all students.)

Is the plan realistic? Can it be applied in a regular setting? Is it consistent with the diagnostic-prescriptive process espoused in this text? I'll let you make those decisions. However to help you, I have included Table V-I: Applying the Diagnostic - Prescriptive Process to the I.E.P. The table on pages 68 - 69 highlights the following:

1. That which is mandated in an I.E.P. (I.E.P.Requirement).
2. Which facet of the DP process complies with the mandate (DP Compliance).
3. Three examples of process application (motor ability, distractible behavior and orthopedic). Subsumed under each of the major categories are brief descriptions or performance indicators.

SUMMARY REMARKS

I have repeatedly, made the statement that the student is the focal point of the teaching/learning process. He/she is our reason for existing. However, your role as the teacher is indispensable. You are the prime "change agent." You must create an environment which is conducive to change.

To create such an environment you must master a sequence of organizational and administrative strategies. For only through a logical, sequential approach can we be assured that each individual will make progress toward our ultimate goal —nurturing the development of the physically educated individual. To attain that lofty ideal, we must:

- Modify our teaching role so that we "live and breath" the DP process.
- Adopt and initiate the concept of discrete teaching stations with a gymnasium setting.
- Use supply/equipment items which are designed: to meet varied needs and to maximize "time on task."
- Organize each instructional period so that student deficiencies, strengths and interests are accorded equal consideration.
- And, above all, maximize each student's involvement in the learning process for in actuality, one learns best by doing.

NOTES

TABLE V - I

APPLYING THE DIAGNOSTIC - PRESCRIPTIVE PROCESS TO THE I.E.P.

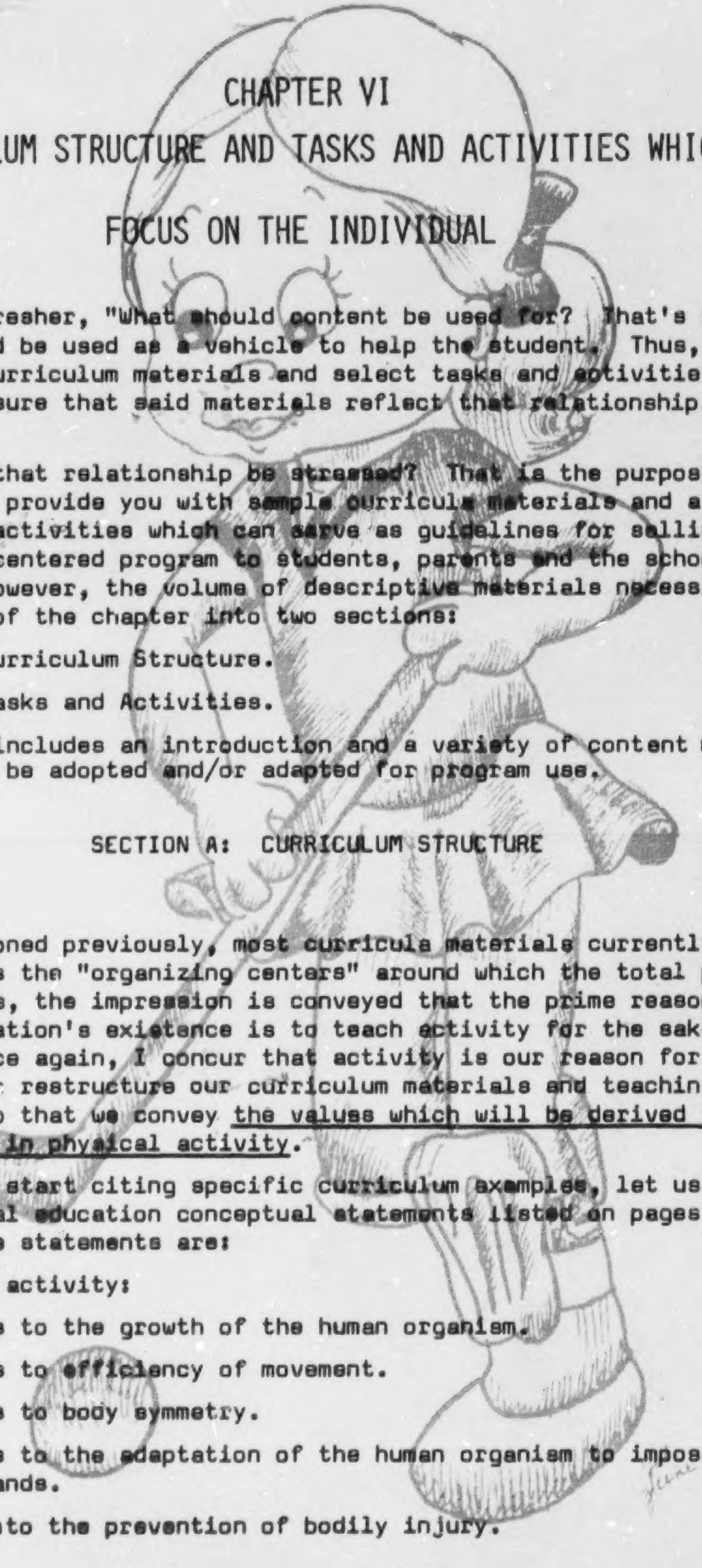
I.E.P. REQUIREMENT	DP COMPLIANCE	EXAMPLE #1	EXAMPLE #2	EXAMPLE #3 (Orthopedic)
1. Needs Assessment	1.Gathering Information.	1. Motor Ability	1. Distractible Behavior	1. Range of Motion
a. Present performance level.	a. Observation, checklist & testing.	a.3/10 or 30%.	a.Attention to task,10 sec.	a.Finger walk up wall, 3".
b. Aspirational level.	b. Judgement, score or norm level.	b.5/10 or 50%.	b.Attention to task, 30 sec.	b.Handwalk up wall, 6".
c. Need (b - a).	c. Self-explanatory.	c.2 skills or 20%.	c.20 seconds.	c.3".
2. Goals & Objectives	2.Decision-Making	2. Motor Ability	2. Distractible Behavior	2. Range of Motion (R.O.M.)
a.Long range goal.	a. State general goal.	a.To improve Gross Body Coordination.	a. Reduce distractibility.	a. Increase R.O.M.
b.Objectives.	b. Criterion-referenced objective.	b.Will perform 5 of 10 skills. Improve GBC 10%.	b. Will complete 5 of 10 tasks. Attend to task for 30 sec.	b. Will raise arm shoulder height. Improve R.O.M. 100%.
3. Tasks/Activities	3.Prescription	3. Motor Ability	3. Distractible Behavior	3. Range of Motion
a. Commensurate with needs.	a. Task analysis sequencing.	a.Tasks with GBC values. Tasks to insure success.	a.Tasks which minimize stimuli. b.Tasks which improve concentration.	a.Pendulum swing/wheel rotator.
4. Evaluation	4.Evaluation	4. Motor Ability	4. Distractible Behavior.	4. Range of Motion
a.On-going.	a. Formative.	a.Assess performance daily.	a. Behavior modification.	a.Tasks for daily living.
b.Long range.	b. Summative	b.Attainment of 50% improvement.	b. Attend to task for 30 sec.	b.Improve R.O.M. 100%.

(over)

TABLE V-1(CONT.)

APPLYING THE DIAGNOSTIC - PRESCRIPTIVE PROCESS TO THE I.E.P.

I.E.P. REQUIREMENT	DP COMPLIANCE	EXAMPLE #1	EXAMPLE #2	EXAMPLE #3
5. Parental Involvement	5. Gathering Information	5. Motor Ability	5. Distractible Behavior	5. Range of Motion
a. On-going.	b. On-going.	a. Conference with parents. Use of "Prescriptive Reinforcement Cards." Quarterly report card.		
6. Least Restrictive Environment	6. Gathering Information & Decision-making.	6. Motor Ability Alternatives	6. Distractible Behavior	6. Range of Motion
		a. Placement in a restricted environment. b. Placement in a restricted/unrestricted environment. c. Use of flexible scheduling. d. Placement in an unrestricted environment.		



CHAPTER VI

CURRICULUM STRUCTURE AND TASKS AND ACTIVITIES WHICH FOCUS ON THE INDIVIDUAL

As a refresher, "What should content be used for? That's right! Content should be used as a vehicle to help the student. Thus, when you develop curriculum materials and select tasks and activities for the same, be sure that said materials reflect that relationship.

How can that relationship be stressed? That is the purpose of Chapter VI–to provide you with sample curricula materials and a wealth of tasks and activities which can serve as guidelines for selling your student-centered program to students, parents and the school - community. However, the volume of descriptive materials necessitated the division of the chapter into two sections:

Section A: Curriculum Structure.

Section B: Tasks and Activities.

Each section includes an introduction and a variety of content material which can be adopted and/or adapted for program use.

SECTION A: CURRICULUM STRUCTURE

Introduction

As mentioned previously, most curricula materials currently in use use content as the "organizing centers" around which the total program evolves. Thus, the impression is conveyed that the prime reason for physical education's existence is to teach activity for the sake of activity. Once again, I concur that activity is our reason for existing, but we need to restructure our curriculum materials and teaching/learning methods so that we convey the values which will be derived through participation in physical activity.

Before I start citing specific curriculum examples, let us refer to the physical education conceptual statements listed on pages 16-17. In review, the statements are:

Physical activity:

I. Contributes to the growth of the human organism.

II. Contributes to efficiency of movement.

III. Contributes to body symmetry.

IV. Contributes to the adaptation of the human organism to imposed interest demands.

V. Contributes to the prevention of bodily injury.

VI. Contributes to therapeutic rehabilitation.

VII. Is beneficial during the period of senescence.

VIII. Contributes to the development of the cognitive processes.

IX. Contributes to the development of creativity.

X. Contributes to the enhancement of one's self-inage.

XI. Contributes to sound mental health.

XII. Contributes to character development.

XIII. Contributes to the qualitative use of leisure time.

I deem these conceptual statements the "organizing centers" around which we should develop our curriculum materials. (Note: You may not agree with all of the statements. If so, by all means modify the same accordingly. However, the conceptual statements that you select should be research - rather than opinion-based.)

Assuming we have agreed upon our conceptual statements (i.e., those physical activity values which may be derived from, and are interspersed throughout, all movement), what is the curriculum organizing procedure which should be followed? I suggest:

1. You analyze all of your current curriculum units to note their relationship(s) with one or more of the conceptual statement(s).
2. In some way reflect these relationships in your curriculum structure.
3. List specific curriculum categories to highlight:
   - Student behavioral outcomes.
   - Content/activity.
   - Student learning experiences.
   - Evaluative criteria.

(Note: A more comprehensive curriculum would include categories dealing with the role of the teacher, safety considerations and student/teacher reference materials.)

Given the aforementioned introductory information, let's look at some curriculum materials extracted from units which are being conducted in grades K-12.

Sample Curricula Materials[1]

K - 2, Example #1.

Concept #s I & IX: Efficiency of movement and the development of creativity.

Unit: Expressive Movements.

Behavioral Outcome: The student translates a story creatively through movement.

Content/Activity: Stories, plays, mimetics and identification with animals, people and objects.

---

[1] The curricula materials were developed by members of the Township of Ocean School District's Health and Physical Department, Oakhurst, New Jersey.

Learning Experience: Various activities which involve role playing, stunts and games which stress creative expression and movement.

Evaluative Criteria: Teacher observation of movements which depict three animals.

K-2, Example #2.

Concept #II: Efficiency of movement.

Unit: Body Movement With Objects.

Behavioral Outcome: The student demonstrates the ability to bounce and catch a ball with either hand, while standing stationary, walking or running.

Content/Activity: Utility balls of varied sizes; tag, relay games and "Follow the Leader."

Learning Experience: Individual practice of all skill requirements with balls of varied sizes.

Evaluative Criteria: Teacher observation and use of a checklist; criterion: mastery of 80% of the outcomes.

Grades 3-6, Example #1.

Concept #s II, VIII & XIII: Efficiency of movement, development of the cognitive processes and qualitative use of leisure time.

Unit: Rhythms.

Behavioral Outcome: The student demonstrates: (1) proficiency in performing the schottische, step hop, slide, grapevine, step draw and polka; (2) performs these steps in time to music; and (3) relates the dances to the countries of their origin.

Content/Activity: Records which address the aforementioned rhythmical movements.

Learning Experience: Listening and performing the varied dance steps; identifying the countries of origin.

Evaluative Criteria: Teacher observation and checklist usage; mastery of 5 of the 6 steps and matching of 5 dance steps with their countries.

Grades 3-6, Example #2.

Concept #II: Efficiency of Movement.

Unit: Movement Approach to Gymnastics (Transferring and Receiving Weight).

Behavioral Outcome: The student demonstrates the ability to support weight on different parts of the body.

Content/Activity: Individual and partner stunts on the mats and apparatus.

Learning Experience: Touching mat with various parts of the body; moving across the mat via varied locomotor movements; experimenting with takeoffs and landings; practicing stunts such as handstand and mule kick.

Evaluative Criteria: Teacher observation and checklist usage; mastery of the proper mechanics of transferring and receiving weight.

Grades 7-9, Example #1.

Concept #s I, III, IV & V: Growth of the human organism, body symmetry, adaptation of the human organism to imposed internal demands and prevention of bodily injury.

Unit: Weight Training and Figure Control.

Behavioral Outcome: The student evidences increased arm/shoulder strength and amelioration and/or remediation of a winged scapulae condition.

Content/Activity: Curls, presses and shoulder shrugs; exercises which stretch the chest muscles and contract the back muscles.

Learning Experience: Performing all exercises; measuring muscle girth; evaluating progress.

Evaluative Criteria: Pre-post testing; criteria: 10 pound increase in bicep and tricep strength, 1/4" increase in upper arm muscle girth and 1/4" decrease in winged scapulae condition (i.e., a lessening of the space between each scapulae and the back).

Grades 7-9, Example #2.

Concept #s II & XIII: Efficiency of movement and qualitative use of leisure time.

Unit: Softball.

Behavioral Outcome: The student demonstrates the ability to bat a pitched ball to all fields.

Content/Activity: Descriptive materials and illustrations which clarify the mechanics needed to bat a ball to left, center and right fields.

Learning Experience: Observation of film loops; reading descriptive materials; practicing the "square," "open," and "closed" stances; applying the skills during batting practice; and self-evaluating performance.

Evaluative Criteria: Teacher or peer observation; batting 2 of 3 pitched balls to left, center and right fields. (Note: The observer names the area of placement prior to each pitch.)

Grades 7-9, Example #3.

Concept #II & XIII: Efficiency of movement and qualitative use of leisure time.

Unit: Basketball.

Behavioral Outcomes: The student demonstrates the ability to dribble a basketball through a maze of cones.

Content/Activity: Individual dribbling, stationary and moving dribbling, obstacle and team relay dribbling.

Learning Experience: Stationary dribbling — left, right and alternate hands; repeat of the same while moving — in a straight line and in, out and and around a series of cones.

Evaluative Criteria: AAHPERD Basketball Skill Test; procedure:

1. The cones (6) are arranged single file in a straight line so that the front of the first cone is 5 feet from the starting line and the other cones are 8 feet apart.
2. The score is the time in seconds and tenths that it takes to dribble around and between the cones and back.
3. Two trials are timed and recorded.
4. The best time of the two trials is the dribbler's score for the test.

Author's Suggestion:

If mastery of the skill of dribbling (efficiency of movement) is the prime goal, then, the major grade emphasis should be based on execution of the proper mechanics of dribbling.

Grades 7-9, Example #4.

Concept #s I,IV,VIII&XIII: Growth of the human organism, adaptation of the human organism to imposed internal demands, development of the cognitive processes and qualitative use of leisure time.

Unit: Track and Field.

Behavioral Outcome: The student sets up and demonstrates an interval training program designed to improve one's performance in the 100 yard dash.

Content/Activity: Discussion of distance training, sprint work and the "step down" method of developing one's endurance for a specific event.

Learning Experience: Reading assignments, running different distances, formulating varied interval plans for the 100, 220 and 440 events, and providing a rationale for each plan.

Evaluative Criteria: Teacher observation of student performance of 100 yard interval plan; submission of a narrative report of the plan and the rationale for its effectiveness.

Grades 10-12, Example #1.

Concept #s I, II, IV & VIII: Growth of the human organism, efficiency of movement, adaptation of the human organism to imposed internal demands and development of the cognitive processes.

Unit: Wrestling.

Behavioral Outcome: The student demonstrates a combination of balance, speed and endurance.

Content/Activity: Explanation and demonstration of sound balance principles and a variety of drills which foster the development of balance, speed and endurance.

Learning Experience: Performing "spinning," "escape" and "stand-up" drills for 30 second intervals; critiquing performance of peer group, with emphasis on proper balance principles.

Evaluative Criteria: Teacher/peer observation and evaluation of performance; criteria: use of proper principles of balance and the number of "spinning" revolutions in a 15 second period.

Grades 10 - 12, Example #2.

Concept#s I, II, V, XII & XIII: Growth of the human organism, efficiency of movement, prevention of bodily injury, character development and qualitative use of leisure time.

Unit: Archery.

Behavioral Outcome: The student demonstrates: successful target shooting, application of proper safety rules, and consideration of other students.

Content/Activity: Mimeographed materials which describe: proper technique of shooting, scoring procedure, safety rules and conduct during a match.

Learning Experience: Practice shooting, retrieving and scoring; evaluation of partner's "draw," "anchor" and "release;" and self-evaluation of one's observance of safety rules and consideration of others.

Evaluative Criteria: Peer evaluation of successful shooting — hitting some part of the target with a complete "end" of arrows; student self-evaluation of safety/consideration based on a criteria-referenced checklist.

Grades 10-12, Example #3

Concept #s IV, VI, VIII & XI: Adaptation of the human organism to imposed internal demands, therapeutic rehabilitation, development of the cognitive processes and sound mental health.

Unit: Weight Training and Figure Control.

Behavioral Outcome: The student explains and demonstrates the principles and exercises related to the theory of muscular relaxation.

Content/Activity: Jacobson's theory of relaxation.

Learning Experience: Reading assignment; practice tensing and relaxing facial, torso and extremity muscle groups; and critiquing peer performance.

Evaluative Criteria: Teacher/peer evaluation of relaxation of facial, torso and extremity muscle groups (one technique for each area), based on Jacobson's criteria; submission of written assignment which addresses the implications of the theory for sound mental health.

Some Added Considerations Regarding Curriculum Structure

1. Behavioral outcomes are usually constructed with imbedded evaluative criteria. The examples provided seldom adhered to that design; rationale: the criterion(ia) were included in the "Evaluative Criteria" category. When designing your curriculum, you may employ either strategy, the important point — the outcomes stated must be measurable.

2. Teachers have difficulty differentiating between "Content/Activity" and "Learning Experience" categories. For clarification purposes, the former category should include all information related to "what" must be done. On the other hand, the "Learning Experience" category should include those experiences provided the learner to ensure that she internalizes the content. Let's look at an example:

   Example: Theory of Muscular Relaxation.

   The "Content/Activity" cited is Jacobson's theory of relaxation. That category could be aided and abetted by teacher explanation/ demonstration. (However, no reference in this category should reflect what the student is to do.) Note the experiences listed under the "Learning Experience" category — reading assignment, practicum experiences and critiquing performance. In other words, cite all of the things the student must do to attain the stated outcome.

3. If you opt to do use the "Evaluative Criteria" category, be sure that you cite exactly what must be accomplished and also include a reliable standard.

   Example:

   Let's assume I used the following criterion for the muscular relaxation example, "Teacher/peer evaluation of relaxation of facial, torso and extremity muscle groups. "The criterion would not be very reliable because there is no common yardstick for evaluating the outcomes. However, the addition of the statement "based on Jacobson's criteria" provides the standard necessary to ensure reliability. (Note: Review the criteria for all of the examples. I am sure that you can modify the same to make them more objective.)

4. After you have developed your entire curriculum, check to ensure that all of the concepts listed spiral throughout the grade levels. Rationale: If one states that these are the important values which will be derived from program involvement and then there are omissions, something is amiss. In that event, there are three options:

   . Expand existing units so that they encompass said omissions.

   . Include new units which address those concepts.

   . Or, delete the conceptual statement(s).

   Case in Point: My conceptual statement, "Physical activity is beneficial during the period is senescence (VII) seems inappropriate for a K-12 curriculum. Thus, it probably should be eliminated as I have never tied a unit in with it.

   Organizational Hint:

   Preface your total curriculum with one page which lists all of the units taught by grade level and reflects the specific values derived from said units.(See Table VI-I for a sample based on the curriculum extracts included on the preceding pages.)

TABLE VI - I

STUDENT VALUES DERIVED FROM PHYSICAL EDUCATION PARTICIPATION

CONCEPTUAL STATEMENTS	GRADE LEVELS			
	K - 2	3 - 6	7 - 9	10 - 12
Growth of the Human Organism			X X	X X
Efficiency of Movement	X X	X X	X X	X X
Body Symmetry			X	
Adaptation to Internal Demands			X X	X X
Prevention of Bodily Injury			X	X
Therapeutic Rehabilitation				X
Beneficial during Senescence				
Development of Cognitive Processes		X	X	XX
Development of Creativity				
Enhancement of One's Self-Image				
Sound Mental Health				X
Character Development				X
Qualitative Use of Leisure Time		X	XXX	X

As a final curriculum structuring exercise, let us review the composite information. Further, let us assume that the table reflects all of the values to be derived from our finished product. Do all values spiral through all grade categories? Or, are there serious gaps and omissions? Or, are we placing too much emphasis on any one value at the expense of others?

I note several discrepancies of importance to me. I believe safety consciousness should be stressed at all grade levels. Thus, I shall incorporate said concepts in grades K - 2 and 3 - 6. Similarly, I am disturbed by the fact that there is no emphasis on the self-image value. Therefore, I shall restructure all learning experiences to insure individual success. Finally, I am equally concerned about the lack of reinforcement of sound character development in grades K - 9. Thus, I shall address this problem also. Possibly, you note other discrepancies which should be rectified?

I heartily recommend you develop a composite value sheet for your curriculum; even if you do not restructure your entire curriculum. My rationale is very simple. The task will force you to look at your curriculum in a different light — the values your students will derive from participation in your program. Further, it will provide you with the ammunition needed to sell your program to the school - community. The specific ammunition needed: PHYSICAL EDUCATION MAY BE DEFINED AS THE JUDICIOUS USE OF PHYSICAL ACTIVITY WHICH WILL RESULT IN PHYSICALLY EDUCATED INDIVIDUALS WHO WILL BE PHYSICALLY ACTIVE THROUGHOUT LIFE.

SECTION B: TASKS AND ACTIVITIES

Introduction

Section A provided guidelines for formulating your overall curriculum master plan. Further, previous chapters have addressed the new role of the teacher and student if one opts to individualize and personalize his/her instructional program. However, the "content" area has received minimal attention up to this point. One specific statement has been repeated time and again — content should be viewed and used as a vehicle to achieve an "end" — the well-being of the students in our charge.

It has also been reiterated that one should never use content per se. Rather, one should task analyze said content to determine the values that can be derived therefrom. Rationale: To effect quality learning one must select and match tasks and activities which will remediate, ameliorate, or reinforce identified deficiencies and strengths. Finally, value determination does not insure learning unless we determine the student's appropriate entry level. Rationale: Not all students can perform tasks and activities as conceived. Thus, we must scope and sequence the content we plan to use.

Let me cite several examples to stress the importance of "scope and sequencing:"

- The teacher who prescribes regular pull-ups or push-ups for the obese student who is virtually devoid of arm strength. Not only will the child not improve his arm strength, but he will also become very frustrated. The solution in this case would be to modify either of the prescribed tasks to the extent needed to ensure success. Then, to increase the level of difficulty. This procedure, in essence is "scope and sequencing."
- The teacher who identifies a trainable mentally retarded as needing gross body coordination activities. Her prescription is "skipping" because its performance requires coordinaation. Is her prescription correct? Probably not because the coordination required is very complex. A possible solution: Break the task down to discrete, less demanding tasks and gradually work the child along the continuum. Again, the "key" — scope and sequencing.
- The teacher who prepares a checklist of gross body coordination tasks one of which requires students to jump over a rope, hand-held, two feet apart. The rope jumping task is

gross body coordination related, but extremely difficult. Why not sequence the jumping from 6' - 2,' thus assuring some degree of success for all children. Another example of the importance of "scope and sequencing."

What's that you say? The requirements of becoming a diagnostic-prescriptive teacher are unrealistic. You don't have the time needed to task analyze and scope and sequence all of your program activities. Don't despair! Teachers and administrators throughout the United States and Canada have graciously agreed to assist you. They have granted me permission to share their thought-provoking tasks and activities with you.

Task-Analyzed Tasks and Activities

Before presenting the field-tested experiences, I shall provide you with some necessary prerequisite information. Each experience includes:

- Name: Name of the task or activity.
- Equipment: Supply/equipment items needed.
- Task Analysis: Values to be derived from the experience, based on the following criteria:
  - motor ability: GBC-gross body coordination, BPO - balance-postural orientation, EHC - eye-hand coordination, EHA - eye-hand accuracy and EFA - eye-foot accuracy
  - perceptual motor: VM - visuo-motor, AM - audio - motor, TM -tactile motor and KM - kinesthetic - motor
  - cognition: CD - color discrimination, FD - form discrimination, S - serialization, M - mathematics and LA - language arts
  - physical fitness: AS - arm strength, Ab.S. - abdominal strength, ELP - explosive leg power and E - endurance
  - sports skills: A - archery, B - basketball, G - golf, H - hockey, S - soccer, Sb - softball, T - tennis, T & F - track & field and V - volleyball.
- Recommended For: Grades: pre-k, k - 2, 3 - 6, 7 - 9 and 10 - 12.
- Recommended For: Handicapping Condition:
  - MR - mentally retarded
  - LD - learning disabled
  - ND - nutritional deficiency
  - PA - postural abnormality
  - BP - breathing problems
  - VH - visually handicapped
  - AH - auditorily handicapped
  - MDL - motor disability or limitation
- Description: Brief task description, plus illustration.
- Teaching Hints: Recommendations for teaching and/or adapting the task to meet individual needs. (Note: The teachers/administrators who developed the experiences are identified via foot notes.)

To facilitate your use of the tasks and activities to meet your students' needs, two Appendix have been included:

. Appendix A: Target Population: Grade Level, Handicapping Condition and Instruction Grouping summarizes the following for each task or activity:

  - page location
  - appropriate grade level usage
  - appropriateness for use with the handicapped
  - whether it is amenable to individualized (I), partner (P), or group (G) instruction
  - key-coded supply/equipment requirements: "1" denotes no supply or equipment needs, "2" - minimal needs (i.e., consumable or locally constructed items) and 3 - commercial items needed.

. Appendix B: Task Analysis: Motor, Perceptual - Motor, Cognition, Physical Fitness and Sports Skills provides the following information for each task or activity:

  - page location
  - motor ability values derived therefrom
  - perceptual - motor values derived therefrom
  - cognitive values derived therefrom
  - physical fitness values derived therefrom
  - sports skills values derived therefrom.

An additional instructional aid has been provided. If you decide to task-analyze activities you use or develop, Table VI-II will assist you. Not in the task analysis, but in the identification of target populations that said tasks and activities are appropriate for. Please review the table carefully. (Table on page 81.)

Procedure for using the table:

1. Task-analyze the activity you plan to use (be it motor ability, physical fitness or a sports skill).
2. Check the table to determine which populations it is appropriate for.

Example:

Let's look at Task #1 on page 82 (Scooter Tunnel and Light). A task analysis revealed the activity involved: Motor performance, a visuo-motor response, color discrimination (cognition) and arm strength. Comparison with the table indicates that the task would be appropriate for students who: are nutritionally deficient, evidence postural problems, cannot use their legs (motor disability or limitation) and/or are mentally retarded.

(Note: The criteria used are admittedly subjective. Their selection was based on recommendations from teachers in the field and my personal biases. Feel free to modify any of the criteria. The important point is to be sure to apply the criteria consistently.)

TABLE VI-II

CRITERIA FOR SELECTING TASKS AND ACTIVITIES FOR ATYPICAL POPULATIONS

Target Population	Criteria Any task or activity which involves:
Mentally Retarded:	Two perceptual-motor and/or cognitive responses.
Learning Disabled:	Three or more perceptual-motor and/or cognitive responses.
Nutritional Deficiency:	Repetitive, vigorous body movement and/or any of the physical fitness components.
Postural Abnormality:	Use of the major anti-gravity muscles (i.e., the muscle group which support the body in the upright position)
Breathing Problems:	Regulated,controlled inhalation and expiration of air. (Caution: Extremely demanding cardiorespiratory activities are contra-indicated.)
Visually Handicapped:	Use of tactile and kinesthetic responses.
Auditorily Handicapped:	Use of any component except those that involve an auditory-motor response.
Motor Disabilities or Limitations:	Use of any component except those that require use of the lower extremities.

Teaching Hint: Use the criteria for entry level purposes. As your students progress, prescribe tasks which are more complex. For example, you should start a trainable mentally retarded child with tasks which involve perceptual-motor responses. However, when in your judgement he/she masters said responses, make the tasks more difficult (i.e., prescribe tasks which involve cognition).

Now, let's get on with the student experiences. Incidentally, although all experiences have been task-analyzed and categorized for varied atypical populations, they are appropriate for use with students in the unrestricted program; rationale: they were field-tested with normal and handicapped students in school settings comparable to your situation.

1. **NAME:** Scooter Tunnel and Light.[1]
EQUIPMENT: Scooters; hula hoops; cones; and red, yellow and green light.
TASK ANALYSIS: Motor Ability: EHC, EHA
Perceptual Motor: VM
Cognition: CD
Physical Fitness: AS
RECOMMENDED FOR: Grade Level: Pre-k, K-2
Handicapping Condition: MR, PA, MDL, ND
INSTRUCTION: I
DESCRIPTION: Split hula hoop and place each end in a cone. Construct several arches to form a tunnel. Make a three-way light out of construction paper.
.Teach traffic safety. What does each color mean?
.Use scooters as cars and trucks.
TEACHING HINTS:
.Place light in a central point.
.Have student watch light and obey each color.
.Cover cones with cloth or cardboard to make a better tunnel.

2. **NAME:**[2] "Up," "Down" Parachute Game.
EQUIPMENT: One large parachute .
TASK ANALYSIS: Motor Ability: GBC, BPO, EHC
Perceptual Motor: VM, AM
Physical Fitness: AS, ELP, E
RECOMMENDED FOR: Grade Level: K-2, 3-6
Handicapping Condition: MR, ND, PA, MDL
INSTRUCTION: I, G
DESCRIPTION: Space children and have them grasp the parachute with both hands. Prior to verbal instructions, the parachute should be resting on the floor. The students respond by raising the parachute on the command "up" and lowering the parachute on the command "down."

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[1] Submitted by: Ken Boeglen, Kean College of New Jersey, Union, New Jersey.

[2] Submitted by: Christine Knight, Lincoln Avenue School, Orange, New Jersey.

Game variations:
.All children raise and lower the chute on command.
.Girls raise the "chute" and boys run in and out of the center area. Reverse the task directions.
.All children wearing "red" run in and out of the center area. Use other colors.
.Boys skip, hop and gallop in and out of the center area. Girls repeat.
.Assign a number to each student and on command, call out 2, 4, or 6 numbers and have the students run under the "chute" and exchange positions. Continue until all students have exchanged positions.
.Construct individual parachutes and devise other games.

TEACHING HINTS:
.When children raise the parachute, reinforce the direction "up" by telling them to keep their arms up and straight.
.Also, encourage them to wait until all children return to their places before lowering the parachute.

3. NAME: Cone and Wand Activities.[1]
EQUIPMENT: Cones and wands sufficient for the students to be involved.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EFA
Perceptual Motor: VM, AM
Physical Fitness: AS, ELP
Sports Skills: T&F
RECOMMENDED FOR:
Grade Level: Pre-k, K-2, 3-6
Handicapping Condition: MR, PA, MDL, ND
INSTRUCTION: I, P
DESCRIPTION: Place one wand across the tops of each two cones.
.Individual activities:
-Run and jump over and crawl under wands
-Stand and jump over wands

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[1] Submitted by: Fred Ungaretta, H.B.Brunner School, Scotch Plains, New Jersey.

DESCRIPTION:
-Straddle position: jump, clap hands over head, click heels, and return to straddle jump position.
.Partner activities:
-On hands and knees, crawl under wand or series of wands.
-Follow the leader: leader faces wand; follower holds leader's anklee; both crawl on hands and knees under a series of wands
-Students lying on floor forming a chain; grasp ankles of the person in front of them; "bellie" under cones. Repeat lying on backs
-Place a rope under several cones. Have one partner pull himself under each wand along the length of the rope which is held by his partner at the other end.
TEACHING HINTS:
.Analyze all tasks and sequence from the simple to the complex.

4. NAME: Balloon Activities.[1]
EQUIPMENT: One balloon per student.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC
Perceptual Motor: VM, AM
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: MR, BP, ND
INSTRUCTION: I, P
DESCRIPTION:
.Individual activities (provide each student with a balloon):
-Squeeze balloon between thighs; jump a predetermined distance
-Repeat with balloon between ankles
-Repeat, squeezing balloon behind oneleg (i.e., hop). Repeat, using other leg
-Tap balloon with different body parts , as directed by the teacher
-Tap balloon as desired; verbalize body parts used.

.Partner activities:
-Back to back: balloon between backs, walk predetermined distance
-Repeat with balloon positioned between chests
-Each partner place balloon between legs; jump a predetermined distance
-Run and alternately tap a balloon in front of you
-Repeat the task: hopping, galloping and skipping.
TEACHING HINTS:
.When the basic skills have been mastered, add the competitive element to motivate the students.
.Have students devise other variations.
.Adapt the activity to students with breathing problems by having them "blow" and keep the balloon in the air as long as possible.

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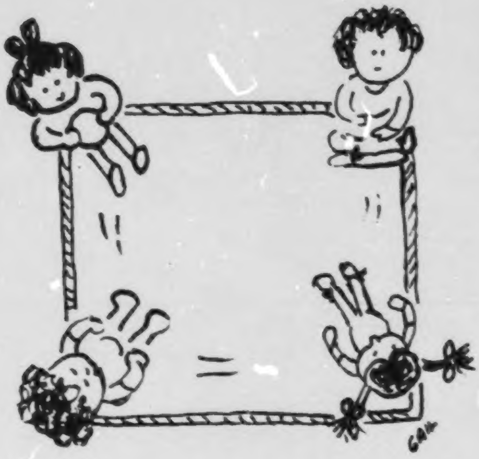
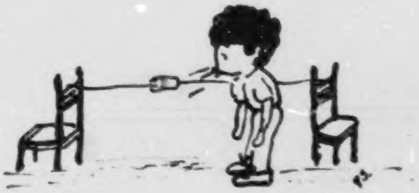
[1] Submitted by: Fred Ungaretta, H.B.Brunner School, Scotch Plains, New Jersey.

5. NAME: Heads Up.[1]



EQUIPMENT: One ball; four lengths of rope.
TASK ANALYSIS:
Motor Ability: EHC, EHA
Perceptual Motor: VM
Sports Skills: Volleyball, basketball
RECOMMENDED FOR:
Grade Level: K-2, 3-5
Handicapping Condition: MDL, AH
INSTRUCTION: G
DESCRIPTION: Seat four players; each seated outside on one side of a rope box. The objective is to develop passing and catching skills. All throws must be lofted in the air.
Variations:
.Attempt to fake one another out.
.Increase the tempo.
.Increase the size of the box.
.Repeat the passing game from the standing position.
.Repeat the game by standing and using the bounce pass.
TEACHING HINTS:
.Set-up several boxes to ensure that all students are involved.
.Increase student involvement by using two balls per box.

6. NAME: Cut Puff.[2]



EQUIPMENT: Paper cup, string and two chairs.
TASK ANALYSIS:
Perceptual Motor: VM
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: BP, MDL
INSTRUCTION: I, P
DESCRIPTION: Place hole in bottom of paper cup. Set up string and chairs as per the illustration.
.Student blows cup from chair "A" to chair "B."
Variation: Add the competitive element by timing each participant, or by having competition between two stations.
TEACHING HINTS:
.Place books or other heavy objects on chair seats to keep the string taut.
.Stress deep inhalation and full expiration of air rather than shallow blowing.

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[1] Submitted by: Fred Ungaretta, H.B.Brunner, Scotch Plains, New Jersey.

[2] Submitted by: Junia E.Pruden, East Dover School, Dover, New Jersey.

7. NAME: Hoop Activities.[1]
EQUIPMENT: One hoop for each student.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM, AM
Physical Fitness, ELP, E
Sports Skills: Soccer
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: MR, ND
INSTRUCTION: I, P
DESCRIPTION: The following activities may be performed alone or with a partner:

- .Throw hoop with backspin against wall. Lie down. Let the hoop roll over you. Get up and catch it.
- .Repeat roll off wall and jump through hoop.
- .Repeat roll, lift hoop with foot and catch it. Use other foot.
- .Place hoop flat on the floor, kick into base of wall and:
  - -Jump into rebound with two feet.
  - -Hop into hoop, right foot, left foot
  - -Jump in and out of hoop before it stops
  - -Jump over hoop.
- .Toss hoop into wall; jump over rebound; catch it.
- .Toss hoop into wall; lift one leg over it; catch hoop. Repeat with other leg.

TEACHING HINTS:
- .Leader may have to do some of the hoop tossing.
- .Some tasks are very difficult. Vary prescriptions in accordance with individual needs.

8. NAME: Colored Ball Chase.[2]
EQUIPMENT: Red, green Nerf balls and colored cards and one bell.
TASK ANALYSIS:
Motor Ability: EHC
Perceptual Motor: VM, AM
Cognition: CD
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: MDL, LD
INSTRUCTION: G

DESCRIPTION: Students sit in a circle so that they touch knees with the neighbor on each side. One person holds the red ball; another person holds the green ball. The teacher holds the bell and two color cards. On the "Go" signal:

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[1] Submitted by: Fred Ungaretta, H.B.Brunner School, Scotch Plains, New Jersey.

[2] Submitted by: Mard Herrick, Souder Elementary School, Everman I.S.D., Everman, Texas.

.Red ball is passed to right.

.Teacher rings the bell and holds up the green card.

.Green ball is then passed in the same direction. (The object is for the "chase" ball to catch the other ball.)

.On the next bell ring, the teacher holds up the red card and the red ball becomes the chaser. At this point, the balls also change direction.

TEACHING HINTS:

.Allow the chaser (ball) to get close to the chasee before ringing the bell to add suspense.

.Continue bell ringing and changing chase balls until the chaser finally catches the chasee.

9. **NAME:** Sack Relay[1].

EQUIPMENT: Six sacks and two batons.

TASK ANALYSIS:

Motor Ability: GBC,EHC,EHA

Perceptual Motor: VM, TM

Physical Fitness: ELP, E

Sports Skills: Track & field

RECOMMENDED FOR:

Grade Level: 3-6

Handicapping Condition: MR,ND,AH

DESCRIPTION: Set up scaled-down 440 relay race.

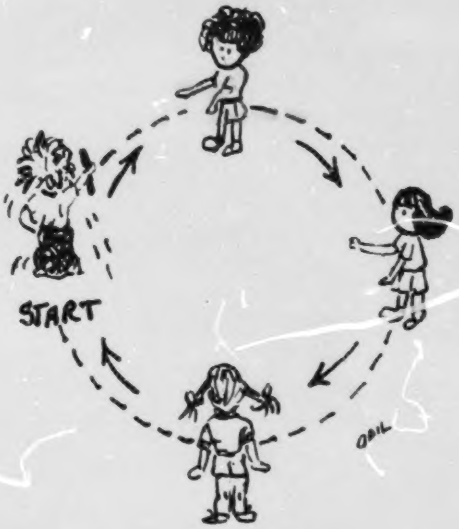
.Teach children baton gripping and passing techniques.

.Position one child at each station as per the illustration, with right arm extended rearward to receive the baton.

.Have each student step into a sack. Relay procedure:

-Starter hops to the first station, passes baton and stops.

-Repeat performance at other stations.



.As children master the passing skill, have them switch the baton from one hand to the other so that there is carryover to a regular track relay.

.As skills are mastered, add the competitive element (two or three teams).

TEACHING HINTS:

.Seat children not participating and encourage shouting and cheering for their team.

.To ensure skill development of all students, limit winners to two races.

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[1] Submitted by: Bruce Rast, Glen Kirk School, Morristown, New Jersey.

10. NAME: Pin Base Ball.[1]

EQUIPMENT: Soccer ball, 4 bowling pins, 4 carpet squares and 1 goal post or backstop.

TASK ANALYSIS:

Motor Ability: GBC, EHC,EHA

Perceptual Motor: VM

Cognition: M

Sports Skills: Baseball

RECOMMENDED FOR:

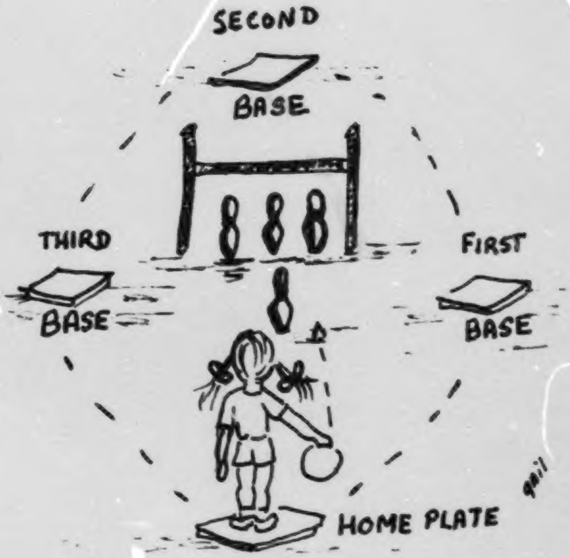
Grade Level: K-2

Handicapping Condition: MR, AH

INSTRUCTION: I

DESCRIPTION: Place goal post in the middle of the gym floor and bases, pins as per the illustration. Have student stand at homeplate (10'-15' from the goal post) and throw the ball at the pins. The number of pins determines what base she goes to:

-One pin—first base (single)
-Two pins—second base (double)
-Three pins—third base (triple)
-Four pins—home base (home run).



TEACHING HINTS:

.Have students determine the number of pins that have fallen and the base they are to go to.
.Give assistance, where needed.

11. NAME: Seek The Sound.[2]

EQUIPMENT: Sponge balls, blindfolds for each student, 2 drums or baskets and 2 sound beepers.

TASK ANALYSIS:

Motor Ability: BPO

Perceptual Motor: AM,TM, KM

RECOMMENDED FOR:

Grade Level: K-2, 3-6, 7-9

Handicapping Condition: VH, LD

INSTRUCTION: G

DESCRIPTION: Place a sound beeper in each drum and place drums on either side of the gym. Blindfold each student and give him/her a ball. Set beepers as follows: one with a low pitch

BEEP!
BEEP!
BEEP!
BEEP!
gail

[1,2] Submitted by: Richard Conaway, Colin Anderson Center, St. Marys, West Virginia.

and slow rate; the other with a high pitch and fast rate.
.The game objective: to follow the sound and place the ball in the drum (that drum designated by the teacher).
TEACHING HINTS:
.Start with one beeper.
.Change the positions of the drums after the students have been blindfolded.
.Be sure to remove all obstructions and to remind students that they are to move slowly.

12. NAME: Balloon Ball.[1]
EQUIPMENT: Package of balloons.
TASK ANALYSIS:
Motor Ability: BPO
Perceptual Motor: VM
Sports skills: Volleyball
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: BP
INSTRUCTION: G
DESCRIPTION: Form two teams. Place each team on opposite sides of the room, sitting in chairs or standing. Game procedure:
.Teacher throws one balloon in the air.
.Players on each team attempt to keep the balloon in the air by blowing it.
.Rules:
-No using hands or any part of the body.
-If the balloon strikes the floor or any part of a player's body, award one point to the other team.
-The team scoring the most points wins.
TEACHING HINTS:
.Try the sitting game with hyperactive students.
.Add a net and simulate a volleyball game.

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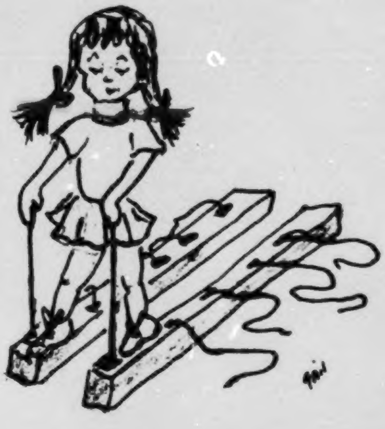
[1] Submitted by: Michael Kachelriess.

13. NAME: Keep Up.[1]
EQUIPMENT: Small, thin red pipe with unattached styrofoam ball (Used by "Burger King" for promotional activities.)
TASK ANALYSIS:
Motor Ability: BPO
Cognition: VM
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: BP
INSTRUCTION: I,P
DESCRIPTION: This item can be used as a task activity, or for testing vital capacity. It works by blowing air through the pipe, enabling the ball to rise from the expelled air. The objective is to expirate and keep the ball in the air.
TEACHING HINTS:
- .Demonstrate what will happen if one expels air rapidly and slowly.
- .Use a stop watch; make the activity a contest between two or more students.

14. NAME: Jack Barcklow Trolley.[2]
EQUIPMENT: Two 2"x4"s, eight feet long; ten 30" lengths of rope. Drill 3/4"holes in 2"x 4"s and insert rope. (See illustration.)
TASK ANALYSIS:
Motor Ability: GBC, BPO,EFA
Perceptual Motor: VM
Physical Fitness: AS, ELP
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: ND
INSTRUCTION: G
DESCRIPTION: Have five students place one foot on each 2"x4" and grasp one rope in each hand. Upon command, each child:
.Raises her left foot, pulls



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[1] Submitted by: Mrs.Chris F.Cauda, Marjorie Stansfield School, Haledon, New Jersey.

[2] Jack Barcklow, Montrose School, South Orange, New Jersey.

on the rope with left hand and steps forward.
. Repeats the action with the right foot and hand.

The object is to make the "trolley" move along a given path. After the children become more skillful, objects can be placed in the path to form an obstacle course.

TEACHING HINTS:
.Choose a "team" leader.
.Always keep feet in contact with the 2 x 4s.
.Move in unison.

15. **NAME:** Pin The Can.[1]
EQUIPMENT: Colored cans of varied sizes and clothespins.
TASK ANALYSIS:
Motor Ability: EHA
Perceptual Motor: VM
Cognition: CD, S, M, LA
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD,MDL
INSTRUCTION: I
DESCRIPTION: Task procedure:
.Have student start at starting line.
.Give student a color to find.
.The student:
-Locates the correct can
-Standing straight, drops pin into can
-Returns to starting line.
TEACHING HINTS:
.Increase the difficulty level by requiring students to drop two or more pins into a sequenced set of colors (e.g., red, orange, yellow, etc.)
.Incorporate academic skills by *numbering* or *lettering* the cans.

16. **NAME:** Task Analysis.[2]
EQUIPMENT: Colored circles (6" diameter), four each of four different colors; a packet of 3"x5" cards.
TASK ANALYSIS:
Motor Ability: GBC, BPO
Perceptual Motor: VM
Cognition: CD, FD, S, M, LA, C
Physical Fitness: ELP

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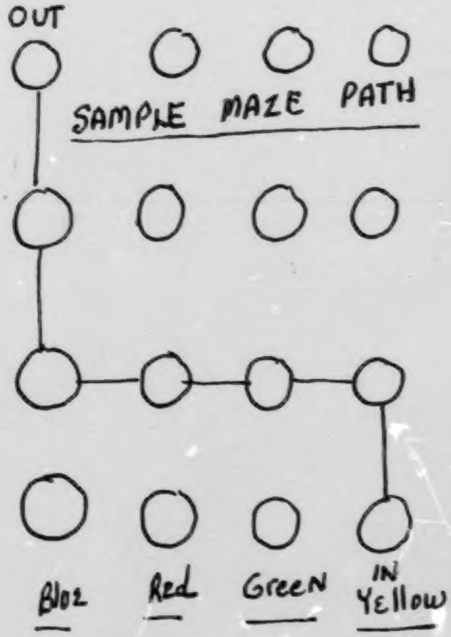
[1] Submitted by: Kep Keoppel, Petersburg, I.S.D., Petersburg, Texas.

[2] Submitted by: Jane Bowles, Rockland Public Schools, Rockland, Massachusetts.



RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD, ND AH
INSTRUCTION: I, P
DESCRIPTION: Lay circles on the floor as illustrated. (Distance between circles should be consistent with the developmental level of the students involved.) Give each child an index card. (Each card should include the floor pattern, plus a maze path.)
Game procedure:
.Enter at the "in" circle.
.Walk through the maze path assigned.
.Exit at the "out" circle.
TEACHING HINTS:
.Start with simple mazes—straight line or one turn.
.Vary the locomotor skill—hopping, leaping and jumping.
.Vary the learning experience by using varied geometric shapes as "stepping stones," or by lettering and numbering the circles.
.Have students work in pairs: One partner designs a maze; the other partner performs the task.

17. **NAME:** Imitation Of Visual Or Auditory Stimuli.[1]
EQUIPMENT: None.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM, AM, KM
RECOMMENDED FOR:
Grade Level: Pre-k, K-2
Handicapping Condition: LD
INSTRUCTION: G
DESCRIPTION: Teacher stands in front of class and instructs students to imitate the movements he makes (as in Simon Says). Teacher then instructs—do as I do, not as I say. The students are reminded of this

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[1] Submitted by: Ken Tucker, Emerson School, Bolton, Massachusetts.

as the teacher acts and moves. Game procedure: the teacher:
.Starts slowly and correctly directs the students verbally.
.Gradually changes the pattern—that is, verbally instructs students to do something completely different from his movements.

Variation: The teacher can reverse the directions and have students eliminate visual stimuli while listening to and reacting to auditory stimuli.

TEACHING HINTS:
.Repeat instructions several times before beginning the activity.
.Have all students focus their attention on the "leader" rather than on other students.
.Use students as "leaders."

18. NAME: "Rocky Stamp".[1]
EQUIPMENT: Drum and music from the "Theme from Rocky."
TASK ANALYSIS:
Motor Ability: GBC, BPO
Perceptual Motor: AM
Cognition: S
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: VH, ND, MR
INSTRUCTION: I, G
DESCRIPTION: The teacher beats a series of 4 beats on drum. The first 3 beats are soft; the 4th beat is loud. Task procedure:
.Student stamps one foot (either foot in the beginning) to soft beat. Student jumps forward on (two feet) on loud beat.
.Repeat until student responds correctly to each sound.
.Add music (at first, very softly) to drum beats.
.If possible, phase out the drum beat so that the student is stomping and jumping in response to the music.

TEACHING HINTS:
.Appropriate for use with autistic children, if the teacher proceeds slowly with the sequence.

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[1] Submitted by: Sandy Londas, Metro Learning Center, Waco, Texas.

Teaching procedure:
-Stomp with no drum; stomp with soft drum beat; immediate reinforcement.
-Jump with no drum; jump with loud drum beat; immediate reinforcement.
-Three stomps and one jump; immediate reinforcement.
-Several patterns of 3-1 in sequence; immediate reinforcement
-Add the "Rocky Stomp" music when the stomp-jump pattern has been internalized.

19. NAME: Think Fast![1]
EQUIPMENT: Whiffleball circle with a diameter of 12'.
TASK ANALYSIS:
Motor Ability: EHC
Perceptual Motor: VM, AM
Cognition: CD, M, LA
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD, MDL
INSTRUCTION: G

DESCRIPTION: Teacher stands in the center of the circle; students are positioned around the perimeter of the circle, facing the teacher. Game procedure:
.Teacher tosses the ball to a student and at the same time calls out a color or numeral.
.If color is verbalized, student responds by catching the ball with his left hand.
.If a numeral is called, he responds by catching the ball with his right hand.
Variations:
.Substitute other academic skills for colors and numerals (e.g., verbs/nouns, odd/even numbers, cities/states, etc.).
.Vary tasks to place stress on motor, visual, auditory, or cognitive skills.
.Have students devise variations and serve as leaders.
TEACHING HINTS:
.Left/right discrimination must have been taught, as must other concepts you desire to teach.
.Increase the circle diameter to accomodate the slow learner's need for more decision-making time.
.Set-up 2 or 3 circles within a class to maximize student involvement.

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[1] Submitted by: Kris Sorensen, Walker Elementary School, Copperas Cove, Texas.

20. **NAME:** Sweep Golf.[1]

EQUIPMENT: Broom or plastic bat; hoop or carpet circle; and yarn balls, whiffle balls, or crumpled paper.

TASK ANALYSIS:

Motor Ability: EHC, EHA

Perceptual Motor: VM

Sports skills: Golf, Hockey

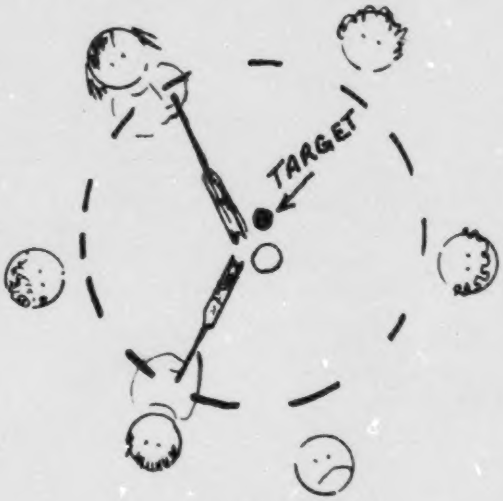
RECOMMENDED FOR:

Grade Level: K-2, 3-6

Handicapping Condition: MDL

INSTRUCTION: I, G

DESCRIPTION: Use hoop or carpet circle for target. Place the target flat on the floor. With broom or bat held as a golf club, sweep or strike ball toward target.



Teaching sequence:

- .Start with broom, paper and hoop.
- .Advance to plastic bat, whiffle ball and carpet circle.
- .Start with objects close to the target area; increase distance as students become proficient.

Object: As in golf, the object is to place the ball "in the cup" in as few strokes as possible.

TEACHING HINTS:

- .Set-up stations equi-distant from the target area to accomodate all of the students in your class. (See illustration.)

21. **NAME:** Space Walk Rescue.[2]

EQUIPMENT: Balloons (24" squares marked on the floor), music (preferably "Star Wars" music) and a large circle.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EHC

Perceptual Motor: VM, AM

Cognition: FD

Physical Fitness: ELP

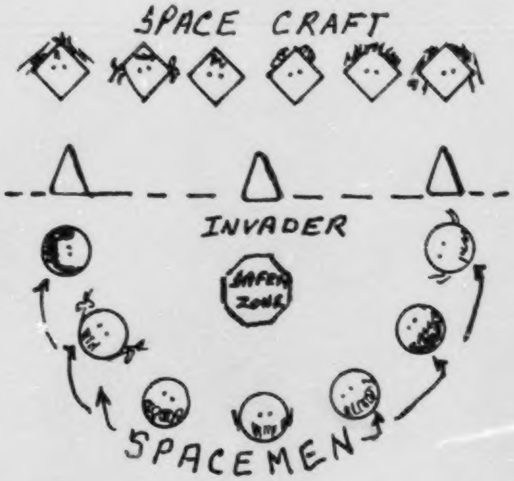
RECOMMENDED FOR:

Grade Level: Pre-k, K-2

Handicapping Condition: LD, ND

INSTRUCTION: G

DESCRIPTION: The object of the game is to reach a space station without dropping the balloon to the floor, or being tagged outside of square. Game procedure:



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[1] Submitted by: Correna Kassig, SEARCH Day Program, Wanamassa, New Jersey.

[2] Submitted by: Garth Tymeson, Texas Woman's University, Denton, Texas.

DESCRIPTION(Cont.)
.Each child (Spaceman) is given a balloon and positioned at one end of the gymnasium or room.
.At the other end of the gym, one student is identified as "Invader" or "It."
.When the music starts, "Spacemen" are to walk toward spacecraft (squares) which are being guarded by the "Invader."
.When the music stops, the "Spacemen" must jump (two feet) to circle (safety zone). During this time the "Invader" attempts to capture the "Spacemen" who are not in the safety zone.
.Whenever moving, the "Spacemen" must keep the balloon in the air by tapping with either hand.
.The first student to reach a craft safely becomes the new"Invader."
TEACHING HINTS:
.Demonstrate the activity before starting the game.
.Use large balloons and clear, distinctive music.
.Be sure students understand "start" and "stop" concepts.
.Stress keeping balloons in the air throughout movement.
.Use a variety of geometric forms instead of just squares and circles.

22. NAME: "Blow Your Horn".[1]
EQUIPMENT: Conch shell drilled for blowing.
TASK ANALYSIS:
Perceptual Motor: AM
Sports Skills: Swimming
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition BP, VH, MDL
INSTRUCTION: I
DESCRIPTION: Participant is given a conch skill. Blowing procedure:
.Hold the shell in the upright position (i.e., bored end facing upward) with both hands.
.Take a deep breath.
.Place lips over bored hole.
.Expell air into the shell until "fog horn" sound is emitted.
Variation:
.Vary lip closure to product different tones.
TEACHING HINTS:
.Caution against hyperventilation.
.Stress correct breathing.
.Excellent lead-up activity for selected aquatic skills.

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[1] Submitted by: Helen Cox, Hydro-therapist, USD #259, Wichita, Kansas.

23. **NAME:** Bench Jump: Self-Testing.[1]

EQUIPMENT: A wooden bench (2' x 4', 2' high) and a stop watch.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EFA
Perceptual Motor: VM
Physical Fitness: ELP, E

RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: ND, AH

INSTRUCTION: I

DESCRIPTION: Procedure:

.Student stands facing either end of the bench.

.Jumps sideways back and forth over the width of the bench.

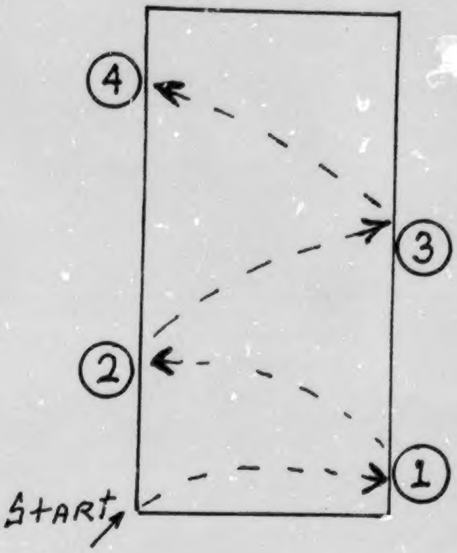
Teacher:

.Records a back and forth jump as one repetition.

.Records the number of repetitions in one minute.

TEACHING HINTS:

- Use several benches of varying heights to accommodate different ability levels.
- Vary jumping task—feet parallel and feet in staggered position.



24. **NAME:** "Shoot or Fake."[2]

EQUIPMENT: Basketball, basketball court and score sheet.

TASK ANALYSIS:

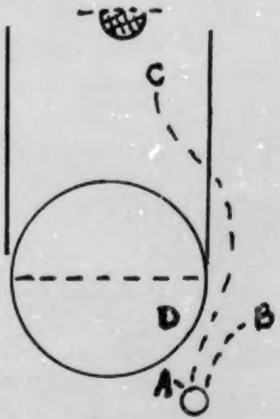
Motor Ability: GBC, EHC, EHA, BPO
Perceptual Motor: VM
Cognition: S
Physical Fitness: ELP, E
Sports Skills: Basketball

RECOMMENDED FOR:

Grade Level: 7-9, 10-12
Handicapping Condition: ND, MDL, AH, MR

INSTRUCTION: I, P

DESCRIPTION: Learner is positioned on the foul line (15' from the basket), holding the ball facing away from the basket. Upon command by the instructor, the learner quickly turns and either:



A- Shoots
B- Passes to teammate
C- Drives

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[1] Submitted by: Bill Tomassi, Oregon Trail Jr. High School, Olathe, Kansas.

[2] Submitted by: Doug Knipple, Junior High School #5, Trenton, New Jersey.

.Shoots if the instructor leaves her open (i.e. does not guard closely).

.Fakes a shot and then passes to a teammate, if instructor guards aggressively.

Scoring procedure:

.Record a plus (+) if student response is instantaneous and correct.

.Record a minus (-) if the student:

-Shoots with the instructor up close

-Hesitates more than one second

-Fails to take the shot if open

-Fails to pass to a teammate, when guarded closely

TEACHING HINTS:

.Add another option to the drill—with the instructor up close, the student may fake and pass, or fake a dribble in for a lay up.

25. NAME: Four-Square[1].

EQUIPMENT: Shoe polish, 6" playground ball.

TASK ANALYSIS:

Motor Ability: EHC, EHA

Perceptual Motor: VM

Cognition: CD, F, M

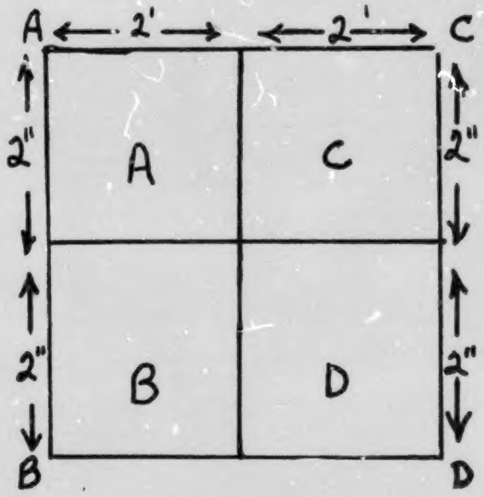
RECOMMENDED FOR:

Grade Level: 3-6

Handicapping Condition: LD, AH, MDL

INSTRUCTION: G

DESCRIPTION: Draw the illustration on the floor, with four students positioned at the corners of the square. Game procedure:



.Player bounces the ball and taps it with both hands (palms up) into Box B,C or D.

.The game continues by Player B, C, or D tapping the ball into another box.

Game rules:

.The ball must strike on or within the lines of an opponent's court.

.The ball must be tapped on the first bounce. Fifteen misses and a player is eliminated.

.The game continues until only one player remains.

TEACHING HINTS:

.As students are eliminated, set-up another square so that they continue to develop the skills involved.

.Vary the squares by using colors, numbers and geometric patterns.

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[1] Submitted by: John Neville, Junior High School #2, Trenton, New Jersey.

26. NAME: Music Pass[1].
EQUIPMENT: Record player, record (marching music), basketball, classroom .
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC,EHA
Perceptual Motor: VM, AM
Physical Fitness: E
Sports Skills: Basketball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: MR, ND, VH
INSTRUCTION: G
DESCRIPTION: Have students position themselves 3' apart. The teacher gives one student a basketball and starts the record. Game procedure:
.All students march-in-place in time to the music and pass the ball around the circle.
.When the music stops, all students stand still.
Game rules:
.The student holding the ball when the music stops is eliminated. He/she takes three steps backward and continues marching-in-place.
.Repeat until all but one student are eliminated.
TEACHING HINTS:
.Be sure all students can march in cadence to the music before adding the ball skill.
.When working with very young students, or below average individuals, decrease the space interval between students.
.Vary the passing skills (e.g., chest pass, bounce pass, etc.)
.Vary the passing directions.
.Set-up multiple stations so that all students are actively involved.

27. NAME: Motor Ability Contest[1].
EQUIPMENT: One mat, 3 cones, 1 set of stairs, 2 benches, 2 playground balls, 1 bat, 1 batting tee, 2 whiffleballs, shoe polish, masking tape.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM
Cognition: S
Physical Fitness: AS, ELP, E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: ND, AH, PA
INSTRUCTION: I, G
DESCRIPTION: Set-up an obstacle course as per the illustration. The object of the game is for each student to: proceed to each station and perform each task correctly. The class winner is the student who scores

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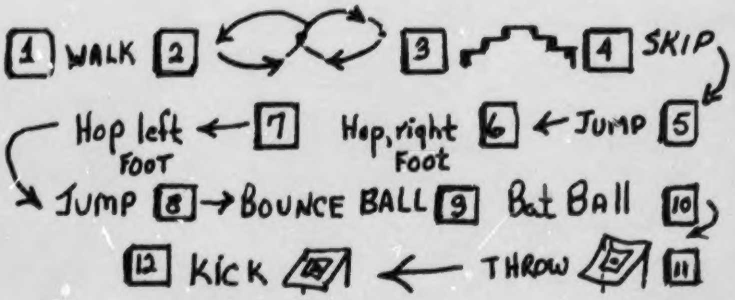
[1] Submitted by: Thomas Smith, Grace Dunn Jr.H.S., Trenton, New Jersey.

[2] Submitted by: Dan Merra, Grace Dunn Jr. H.S., Trenton, New Jersey.

the highest total of points. Points are scored as follows:



Station 1: Walk 15' to mat, 1 point.
Station 2: Figure 8 creep in 30 seconds, 1 point for each complete Figure 8 pattern.
Station 3: Climb stair, 1 point for "up" and 1 point for "down".
Station 4: Skip 10', 1 point.
Station 5: Jump, one foot leading, 1 point.
Station 6: Hop, right foot, 10', 1 point.
Station 7: Hop, left foot, 10', 1 point.
Station 8: Jump, feet parallel, 1 point.
Station 9: Bounce ball and catch, 3 attempts, 3 points.
Station 10: Bat ball with bat, 3 attempts, 3 points.
Station 11: Throw, right and left hand, 2 attempts, maximum of 6 points.
Station 12: Kick, right and left foot, 2 attempts, maximum of 6 points.

TEACHING HINTS

- .As proficiency increases, heighten the competitive element by limiting the time for traversing the obstacle course.
- .Start students on the obstacle course at 30 second intervals.

28. NAME: Jump Rope Hopscotch.[1]

9	4	3
8	5	2
7	6	1

EQUIPMENT: Jump rope, white shoe polish.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EFA.
Perceptual Motor: VM
Cognition: S, M
Physical Fitness: AS, ELP, E
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: ND, AH, LD
INSTRUCTION: I
DESCRIPTION: Draw a number grid on the floor (18" squares), student rope skips through the sequenced numbers—1 to 2, 3, 4, etc.
Variations:
.Skipping one foot, both feet, or

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[1] Submitted by: Becky Lane, Belle Plaine School, Belle Plaine, Minnesota.

alternating feet.

.Skipping around the outer perimeter of each square.

.Skipping on only odd or even numbers.

.Shipping one revolution in box 1, 2 revolutions in box 2, etc.

TEACHING HINTS:

1. Have students master the rope jumping skills before playing hopscotch.
2. Stress rope turning by rotating the wrists.

29. NAME: Colored Ball Sprint Drill.[1]

EQUIPMENT: Four different colored whiffle balls.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EHC

Perceptual Motor: VM

Cognition: CD, S

Physical Fitness: ELP, E

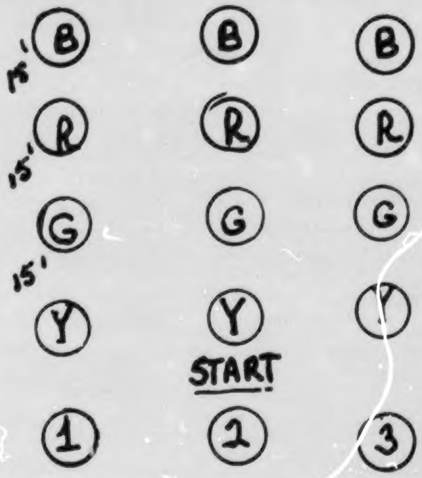
RECOMMENDED FOR:

Grade Level: K-2

Handicapping Condition: ND, AH, LD

INSTRUCTION: G

DESCRIPTION: On the signal "Go," the students pick the balls up in sequence (yellow, green, red, blue) and return to the starting line.



Variations:

.Change the sequence (e.g., red, yellow, green, blue).

.Change the running pattern (e.g., pick up first ball and return to the starting line, pick up second ball, etc.)

.Change the locomotor task (e.g., hopping or skipping).

TEACHING HINTS:

.Have students verbally identify the colors as they pick up the balls.

.Expand the number of stations to include all students.

.Increase the distance between objects to place a greater stress on endurance.

30. NAME: Home Run.[2]

EQUIPMENT: Bats, whiffleballs, cones, targets, pencil and paper.

TASK ANALYSIS:

Motor Ability: EHC, EHA

Perceptual Motor: VM

Cognition: M

Sports skills: Softball

RECOMMENDED FOR:

Grade Level: 3-6.

Handicapping Condition: AH, MDL, MR

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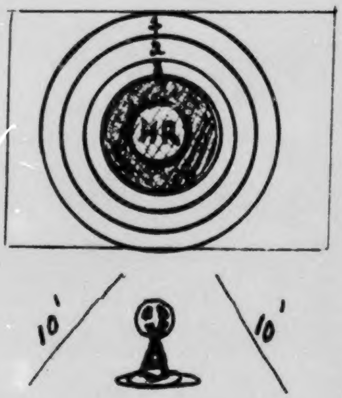
[1] Submitted by: Kathy Snortland, Langdon High School, Langdon, North Dakota.

[2] Submitted by: Henry Brenner, North Dakota School for the Deaf, Devils Lake, North Dakota.



INSTRUCTION: P, G

DESCRIPTION: Set-up several targets in the gym area. Place a cone (10' from each target), whiffleball and bat near each target.

Game procedure:

.Pair-up students (each student represents a team).

."A" students become batters;

."B" students become recorders.

."A", repeatedly, bats whiffleball off the cone. "B" records runs and outs.

Scoring procedure:

-1 is a single

-2 is a double

-3 is a triple

-HR is a home run

-A missed ball or ball touching outside of the scoring area is an out.

.After 3 outs, the Bs become the batters.

TEACHING HINTS:

.When working with low level students, missed or mistapped balls are called strikes.

.Students with more ability are to bat from the opposite side.

31. NAME: Rhythm Stepping.[1]

EQUIPMENT: Metronome, one-step platform.

TASK ANALYSIS:

Motor Ability: GBC, BPO

Perceptual Motor: VM, AM

Cognition: S

Physical Fitness: ELP, E

RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12

Handicapping Condition: LD, ND

INSTRUCTION: I, G

DESCRIPTION: Teacher sets the metronome at slow speed. Keeping rhythm with each "tick," the student:

.Steps up with right foot on "1."

.Steps up with left foot on "2."

.Steps down with right foot on "3."

.Steps down on left foot on "4."

.Repeat the task for 1-2 minutes.

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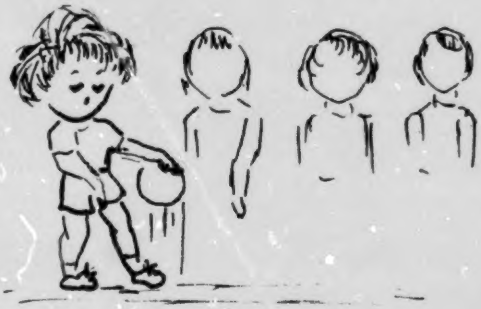
[1] Submitted by: Joanna Ellison, Gallatin Gateway School, Gallatin Gateway, Montana.

TEACHING HINTS:
- .As student's endurance increases, increase the difficulty by increasing the metronome speed and/or performance time.
- .Use bleachers, and have the entire class perform the task simultaneously.
- .Have older students check pulse rate before and after the exercise and discuss pulse variations.

32. NAME: Dribble and Grab.[1]
EQUIPMENT: Basketballs or $8\frac{1}{2}$" playground balls, 15' diameter circle.
TASK ANALYSIS:
Motor Ability: EHC,EHA
Perceptual Motor: VM
Physical Fitness: E
Sports Skills: Basketball
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: AH,ND
INSTRUCTION: G



DESCRIPTION: Scatter 6 or 8 players inside the circle, each in possession of a ball. The remaining players are positioned along the perimeter, outside the circle. On signal, the players within the circle:
- .Maintain a continual dribble with one hand.
- .Attempt to bat another dribbler's ball out of the circle.
- .Force another dribbler to discontinue his/her dribble.

Game rule:
- .Loss of ball or control results in the dribbler being replaced by a player outside of the circle.

TEACHING HINTS:
- .Keep the dribble below the waist.
- .Protect the ball by crouching (knees bent) in a defensive position.
- .Watch the dribblers around you, not the ball.

33. NAME: Beach Ball Volley Ball.[2]
EQUIPMENT: 36" beach ball.
TASK ANALYSIS:
Motor Ability: BPO, EHC, EHA
Perceptual Motor: VM
Sports Skills: Volleyball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: AH
INSTRUCTION: G

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[1] Submitted by: Kit Wolny, Gateway Elementary School, Gallatin Gateway, Montana.

[2] Submitted by: Ronald J.DeTaco, Berks County Intermediate School, Unit #14, Reading, Pennsylvania.

DESCRIPTION: Children positioned in a circle formation.

Game procedure:

.Instructor throws ball into circle.

.Children tap the ball around the circle.

Tapping variations:

.Sitting position.

.Kneeling position.

.Standing position.

.Standing and tapping the ball across a net (tennis ball height).

TEACHING HINTS:

.As the group masters the skills, increase the difficulty level by incorporating official volleyball rules.

34. NAME: Shooting Star.[1]

EQUIPMENT: Tempera paint, or white shoe polish.

TASK ANALYSIS:

Motor Ability: GBC, BPO

Perceptual Motor: VM, AM

Cognition: FD, S

Physical Fitness: AS, Ab.S.,ELP, E

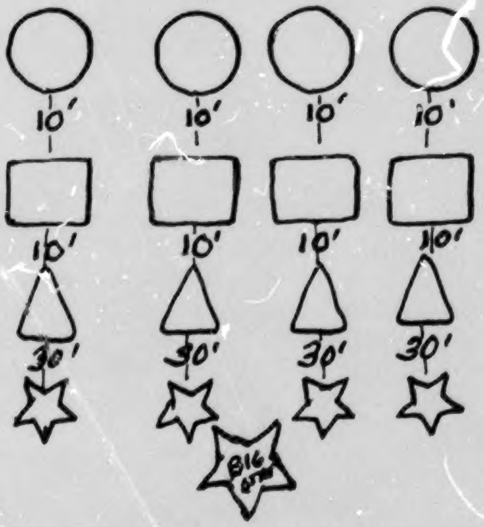
RECOMMENDED FOR:

Grade Level: K-2

Handicapping Condition LD,ND, PA

INSTRUCTION: G

DESCRIPTION: Paint geometric forms, as per the illustration, on the floor. Game procedure:



.A leader is selected to be the Stargazer.

.He/she stands in the "Big Star" and commands Martians (children)to:

-Hop to circle

-Inchworm around the circle

-Jump backwards to square

-Seal crawl to the triangle

-Roll over and sit down in the triangle

-Run to and sit on a star (on command, "Shooting Star").

.Game rules:

-Maximum of two Martians in any one form

-On command,"Shooting Star,"the Stargazer attempts to tag one Martian; the Martian tagged becomes the new Stargazer.

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[1] Submitted by: Elizabeth G. Glover, University of Oregon, Eugene, Oregon.

TEACHING HINTS:

.Let children paint the forms on the floor.
.Help the Stargazer with the selection of various movements.
.Substitute letters or numbers for geometric forms.

35. NAME: Shoe Match.[1]
EQUIPMENT: Cloth for blindfold, noisemaker. (i.e., bell, etc.)
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC
Perceptual Motor: VM, AM, TM, KM
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: VH, MDL, LD
INSTRUCTION: I

DESCRIPTION: Student is blindfolded with one shoe on and the other shoe in the center of the room in a pile with other shoes. At the sound of the bell, the student:

.Creeps toward pile of shoes.
.Periodically, feels his/her shoe--identification guide.
.Searches until other shoe is identified.
.Removes blindfold for visual identification.
.Skips, hops, or gallops back to starting point.

(Note: Other students are to verbally guide the blindfolded student toward the pile of shoes.)

TEACHING HINTS:

.This activity can be varied to meet individual needs and to equalize deficiencies. Some suggestions:
  -Have lower level students perform when there are only a few shoes in the pile and higher level students perform when there are many shoes in the pile
  -Have the very young or severely handicapped students perform without a blindfold. The task will be easier and the stress will be on visual perception.
  -Have all students roll back to the starting point without putting on their shoes. Task modification will enable the physically handicapped to participate successfully.

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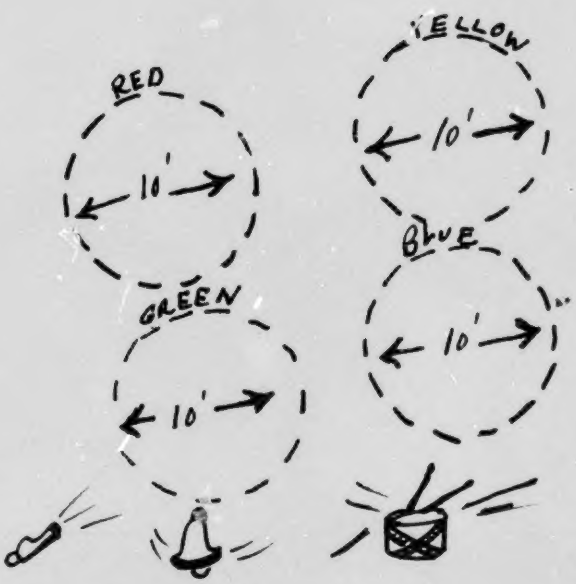
[1] Submitted by: LaNelle Trout, Region IX Education Service Center, Wichita Falls, Texas.

36. **NAME:** Circle Around the Color.[1]
EQUIPMENT: Circles (10' diameter), whistle, bell, drum.
TASK ANALYSIS:
Motor Ability: GBC, BPO
Perceptual Motor: VM, AM
Cognition: CD
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD, ND
INSTRUCTION: I
DESCRIPTION: Circles are drawn or placed on the floor. The teacher states a color and the student then moves to the designated colored circle.



- .On the sound of the whistle, the student runs around the circle.
- .On the sound of the bell, the student walks around the circle.
- .On the sound of the drum, the student skips around the circle.

Task variations:
- .Use color-coded cards instead of verbal directions to direct students to designated circle.
- .Use the various sounds to direct students to the colored circles and verbal cues for movement performance.

TEACHING HINTS:
- .Modify/adapt the activity to the level of the students:
  - -Level 1—teach colors
  - -Level 2—teach sounds
  - -Level 3—teach movements
  - -Level 4—integrate color or sound with movement
  - -Level 5—integrate color, sound and movement.
- .Incorporate other sounds, color and movements.

37. **NAME:** Indian Baseball.[2]
EQUIPMENT: Utility ball (8½).
TASK ANALYSIS:
Motor Ability: GBC, EHC, EHA
Perceptual Motor: VM, AM
Cognition: M
Physical Fitness: E
Sports Skills: Softball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: LD, ND, AH
INSTRUCTION: G
DESCRIPTION: Divide class into two teams—a batting team and a

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[1] Submitted by: Diane Fuhrmann, Cooke County Development Center, Gainesville, Texas.

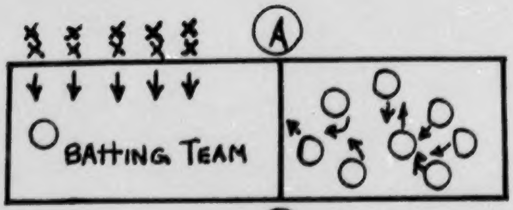
[2] Submitted by: Joseph A. Beckett, Texas Woman's University, Denton, Texas.

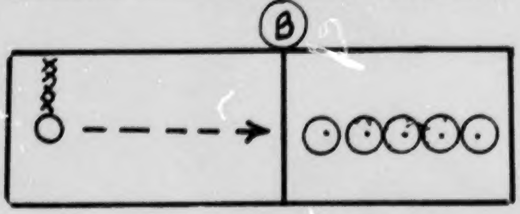
DESCRIPTION: (Cont.)
fielding team. Position players as per illustration. Game procedure:

.Batting team:
- -First player hits ball with fist.
- -Teammates run from where they are sitting to a designated spot to the right of the batter and line up in close file
- -After all players have lined up, batter runs around his/her team
- -Each time the batter passes the head of the file, the batting team verbalizes the number of runs scored.

.Fielding team:
- -First fielder to get the ball stands still and passes the ball overhead to the nearest teammate
- -The remainder of the team runs and lines up single file behind the fielder (see Illustration B.)
- -The ball is passed overhead until the last player in line has possession and says, "stop."

.After all members of batting team have been "at bat," switch positions.





TEACHING HINTS:
- .Stress teamwork and quickness.
- .Demonstrate activity prior to the game situation.
- .Great activity for ages 8 and up.

38.**NAME:** Ribbon Activity.[1]
EQUIPMENT: Colorful ribbon (6'long) attached to a long, slender wooden dowel; music to accompany the routine.
TASK ANALYSIS:
Motor Ability: EHC
Perceptual Motor: VM, AM
Cognition: FD, LA, C
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD, MDL
INSTRUCTION: G
DESCRIPTION: The children are encouraged to explore and experiment with the colorful ribbon. Some suggested activities:
- .Can you make a circle in front of your body? To the side? Overhead?
- .Can you zig-zag (wiggle) your ribbon around the room?
- .Can you write your name in the air (cursive writing)?
- .Can you cast back and whip the ribbon forward?
- .Can you toss the ribbon up and let it float down?

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[1] Submitted by: Sheryl Rene Allen, Davisville and Forest Park Elementary Schools, North Kingstown, Rhode Island.

DESCRIPTION: (Cont.)
.Can you arch the ribbon overhead to your left? To your right?
.Now, I will play some music. Let's see if we can perform the same movements to music. (Teacher leads and demonstrates movements to a popular tune.)
TEACHING HINTS:
.Have students devise new movements and serve as leaders.

39. NAME: Jumping in Place.[1]
EQUIPMENT: None
TASK ANALYSIS:
Motor Ability: BPO, EFA, GBC
Perceptual Motor: VM
Cognition: S
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: MR, ND, AH,PA
INSTRUCTION: I, G
DESCRIPTION: The task involves a sequenced procedure for performing a series of jumps; the sequence:
.Level 1: The student jumps in place 3 times and then executes quarter turns to the right until she is facing forward (4 quarter turns). Repeats the task to the left.
.Level 2: The student jumps in place 3 times and then executes half turns to the right until she is facing forward (2 half turns). Repeats the task to the left.
.Level 3: The student jumps in place 3 times and then executes a full turn to the right. Repeats the task to the left.
TEACHING HINTS:
.Work gradually up to Level 3.
.Stress jumping high.
.Excellent drill for basketball players.
.When all levels are mastered, individually, have the student perform the entire sequence without stopping.
.Emphasize flexing knees on landing (to cushion shock).

40. NAME: Devil's Island.[2]
EQUIPMENT: Hula hoops of different colors and sizes, 4 small cones.
TASK ANALYSIS:
Motor Ability: BPO, EFA, GBC
Perceptual Motor: VM
Cognition: CD, FD, S
Physical Fitness: ELP, E

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[1] Submitted by: Miriam Smith, Sheffield School, Newport, Rhode Island.

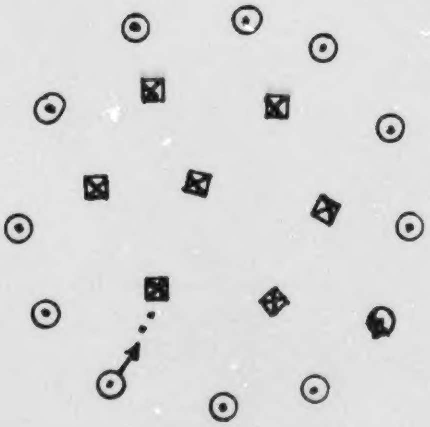
[2] Submitted by: Nancy Surprenant, Cranston Calvert School, Newport, Rhode Island.

RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition:
LD, ND, AH
INSTRUCTION: I
DESCRIPTION: Game specifics:
- .Student begins in hoop #1 and finishes in hoop #2.
- .The child may hop in any two specific colored hoops.
- .The child may not step in Devil's Island (hoops with cones) or the ocean (area outside of hoops).

Variations:
- .Jump into the hoops in sequence (e.g., black, red, orange, black, etc.)
- .Decrease/increase the space between hoops.
- .Change the locomotor skill.

TEACHING HINTS:
- .Have students verbalize colors as they perform the task.
- .Excellent activity for 2nd grade students.

41. NAME: Soccer Dodge Ball.[1]
EQUIPMENT: Soccer balls and a timer.
TASK ANALYSIS:
Motor Ability: GBC, EFA
Perceptual Motor: VM
Physical Fitness: ELP, E
Sports Skills: Soccer
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: ND, AH, PA
INSTRUCTION: G
DESCRIPTION: Game procedure:



- .Divide the class into 4 groups. Three groups form a large circle and the fourth group is randomly distributed in the circle.
- .The game object is to kick the ball so that it strikes one of the middle team.
- .Inner player so touched joins the circle team.
- .Group 4's time expires when all of their players have been removed from the circle .
- .The game concludes when all 4 teams have had an opportunity to assume the middle position.
- ."Handballs" by circle players adds 30 seconds to middle team time.
- .The winner is the team remaining in the circle for the greatest length of time.

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[1] Submitted by: Hal Rothman, Kings Park High School, Kings Park, New York.

TEACHING HINTS:

- .Slightly deflate soccer balls to minimize injury.
- .Encourage circle team to "trap" and pass the ball prior to kicking the ball at an opponent.

42.**NAME:** Basketball Coordination/Accuracy Drill.[1]
EQUIPMENT: Basketball, 3 cones, rubber ring and stop watch.
TASK ANALYSIS:
Motor Ability: GBC, EHC, EHA
Perceptual Motor: VM
Cognition: S, M
Physical Fitness: ELP, E
Sports Skills, Basketball

RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition:
LD, ND, AH, PA
INSTRUCTION: I

DESCRIPTION: Student starts from either end of the gymnasium. On the command "Go," he:

- .Takes one shot at the basket (2 points if the ball goes in).
- .Picks up the ring and places it on the nearest cone (1 point).
- .Runs to the far basket and takes one shot (2 points if the ball goes in).
- .Runs to the ring, picks it up and places it on the middle cone (2 points).
- .Runs to the near basket and takes one shot (2 points if the ball goes in).
- .Runs to the ring, picks it up and places it on the far cone (3 points).
- .Runs to the far basket ...
- .Repeat sequence for 60 seconds.

TEACHING HINTS:

- .Stress the importance of making the basket and moving quickly.
- .Add the competitive element by "norming" student scores and/or by rewarding students who exceed a certain point total.

43.**NAME:** Low Level Pull-ups: Self-Testing.[2]
EQUIPMENT: Chinning bar (floor model).
TASK ANALYSIS:
Physical Fitness: AS
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: ND, AH, VH, MDL, PA
INSTRUCTION: I

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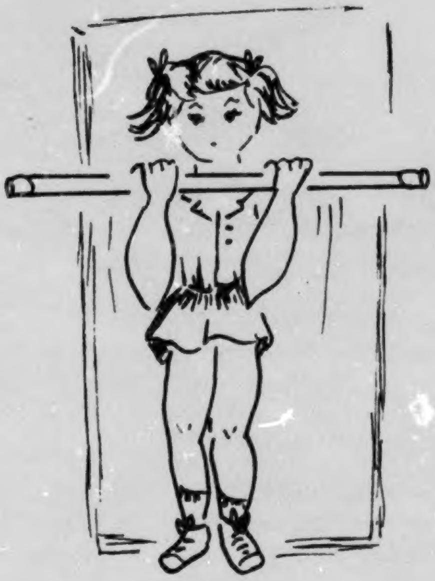
[1] Submitted by: James P.Hess, Kings Park Junior High School, Kings Park, New York.

[2] Submitted by: Connie Hayes, Suffolk Child Development Center, Smithtown,New York.

DESCRIPTION: Student lays on back, performs pull-up and returns to floor position.
Variations:
- .Performing pull-ups, using a reverse grasp.
- .Performing task with hands at various widths.
- .Performing static arm hang.

TEACHING HINTS:
- ."Spot" carefully and make sure the student assumes the correct pull-up position.
- .Emphasize the importance of lowering the body slowly to maximize arm strength development.



44. NAME: Knee Knocking.[1]
EQUIPMENT: Medium to large playground ball.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC
Perceptual Motor: VM
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: AH
INSTRUCTION: I, G
DESCRIPTION: Task:
- .Student holds ball with both hands at or slightly below waist level.
- .Student, then, is instructed to take a step with one foot and bring the appropriate knee to the ball and "knock it."
- .Continue the action while marching in place/moving.

Advanced level:
- .Have the student perform the knocking action while skipping.

TEACHING HINTS
- .Excellent lead up to standing on either foot or skipping.
- .Make the task more difficult by requiring more than one "knock" per step.

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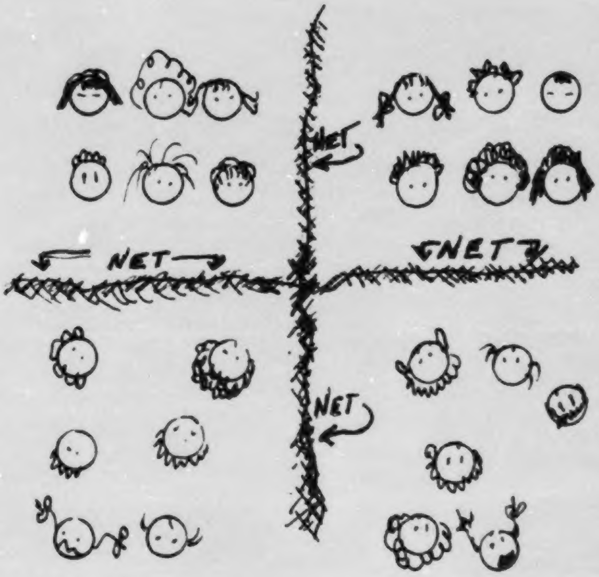
[1] Submitted by: Monica P.Lepore, United Cerebral Palsy of New York-Suffolk County, Commack, New York.

45. **NAME:** Velcro Serve.[1]
EQUIPMENT: Strip of velcro, whiffleball string and racquet.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM
Sports Skills: Tennis
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: AH, MDL
INSTRUCTION: I
DESCRIPTION: Suspend string from overhead. Attach velcro strip to string and ball to velcro so that the ball is suspended approximately 2' to 3' overhead. Task procedure:
.Using overhead tennis swing, student strikes the ball.
.Object: To place the ball accurately in a predetermined area.
TEACHING HINTS:
.A coat hanger, covered with a stocking, can be used as a racquet.
.Use badminton racquets with elementary grade students and tennis racquets with junior-senior high school students.

46. **NAME:** Around The World Volleyball.[2]
EQUIPMENT: Four volleyball nets, one volley ball.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM
Physical Fitness: E
Sports Skills: Volleyball.
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: ND, AH
INSTRUCTION: G
DESCRIPTION: Nets are arranged as per the diagram. Position one team in each of the four courts. One team starts the action by serving the ball to any opponent.
Game rules:
.Receiving team may tap the ball into any of three opponent courts.



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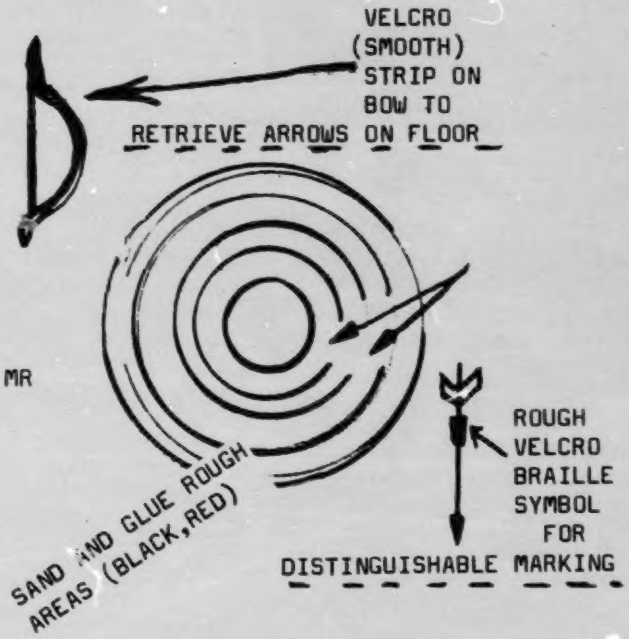
[1] Submitted by: Monica P. Lepore, United Cerebral Palsy of New York-Suffolk County, Commack, New York.

[2] Submitted by: Gayle Frommling.

DESCRIPTION: (Cont.)
.If a receiving team mistaps and propells the ball out of bounds, the team scores one point.
.As the teams score 15 points they are eliminated.
.More than three consecutive taps by one team is illegal.
.When a court is vacated, the remaining teams may place one of their teammates in the area.
TEACHING HINTS:
.Stress the importance of "setting-up" for proper execution of the "spike."
.Use a larger ball with low level students.
.Alternate tapping by males/females will improve overall skill development.


VELCRO (SMOOTH) STRIP ON BOW TO RETRIEVE ARROWS ON FLOOR
SAND AND GLUE ROUGH AREAS (BLACK,RED)
ROUGH VELCRO BRAILLE SYMBOL FOR DISTINGUISHABLE MARKING

47. NAME: Tactile Archery.[1]
EQUIPMENT: Archery target, bow arrows, sand, glue, velcro, arm guard, finger tab.
TASK ANALYSIS:
Motor Ability: GBC, EHC
Perceptual Motor: TM, KM
Physical Fitness: AS
Sports Skills: Archery
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: VH, MDL, MR
INSTRUCTION: I, P
DESCRIPTION: The sport skill of shooting arrows at a target is an excellent way to mainstream physically/visually impaired students. This activity can be incorporated in a "regular" class, with the following adaptations for one station:
-Brush glue on the black and red sections of the target face. Sprinkle fine sand on the glue. Let dry and then brush off excess sand
-Place velcro strips on crest of arrows. If more than one visually handicapped student is involved, vary crest shapes so they can identify their arrows
-Place velcro strip on back of bow to aid in picking up arrows.
TEACHING HINTS
.Have mainstreamed blind/wheelchair bound students "pair up" with a responsible sighted partner. Partner can aid student in retrieving arrows that have landed for from the target.
.Wheelchair students: Prior to shooting, lock chair in proper stance position.
.Visually handicapped: Stress listening skills to discern the sounds made by the arrows striking different areas.

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[1] Submitted by: Lea Calligeros, Shoreham-Wading River Middle School, Shoreham, New York.

48. NAME: Juggling: Simple to Complex.[1]

EQUIPMENT: Scarves, bean bags, tennis balls, flatrings, juggling clubs.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EHC, EHA

Perceptual Motor: VM

Cognition: S

RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12

Handicapping Condition: AH, MR, MDL

INSTRUCTION: I

DESCRIPTION: Juggling sequence:

.One ball:

.Two ball: toss one ball, then the other.

.Three ball cascade:

Levels of difficulty:

1. Use scarves; they move slowly and maximize success.
2. Advance to bean bags—easy to grasp and do not roll away.
3. Mastering the handling of 1-3 tennis balls is for advanced jugglers.
4. The proper juggling of rings and clubs indicates the mastery level. The student is ready to demonstrate his/her skills to others.

TEACHING HINTS:

.If sufficient time is devoted to practicing at each level, more students can master the art of juggling.

.Good strategy: To practice juggling for 10 minutes before and/or at the termination of each class period.

49. NAME: Simulated Batting Practice.[2]

EQUIPMENT: Plastic bats and whiffleballs , 28" cones.

TASK ANALYSIS:

Motor Ability: GBC, EHC, EHA, BPO

Perceptual Motor: VM

Sports Skills: Softball

RECOMMENDED FOR:

Grade Level: K-2, 3-6

Handicapping Condition: MDL, AH

INSTRUCTION: I, P, G

DESCRIPTION: Divide class or group in half: one-half are designated batters; one-half are designated fielders. Activity procedure:

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[1] Submitted by: Lea Calligeros, Shoreham-Wading River Middle School, Shoreham, New York.

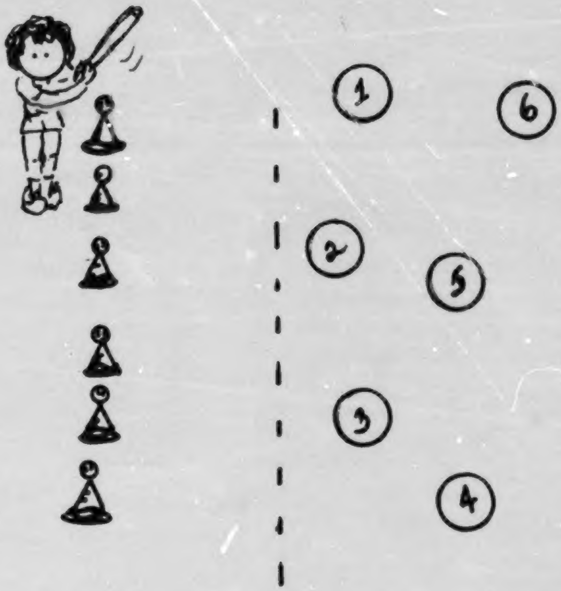
[2] Submitted by: Robert Miller, North Elementary School, Elkins, West Virginia.

DESCRIPTION: (Cont.)

- .Place whiffleballs on cones.
- .Have students bat whiffleballs "cleanly" off the cones.
- .When a fielder catches three "fly balls," he replaces his designated number partner.

TEACHING HINTS

- .Emphasize hitting ball accurately rather than "overpowering" the ball.
- .Award points for "placing the ball" in different areas.



50. **NAME:** Whistle Run.[1]

EQUIPMENT: Whistle.

TASK ANALYSIS:

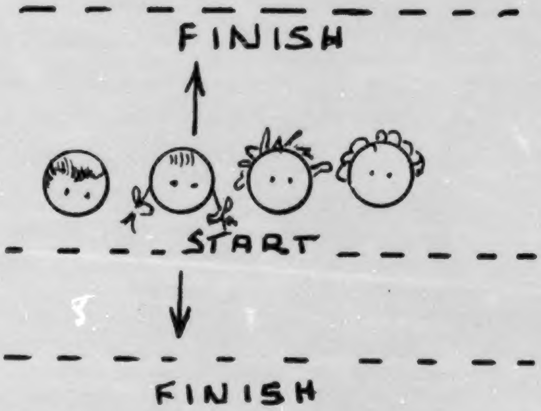
Motor Ability: GBC, BPO
Perceptual Motor: VM, AM
Physical Fitness: ELP, E

RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: MR, ND

INSTRUCTION: G

DESCRIPTION: Students stand on the "start" line. When the whistle is blown the students run toward the "finish" line they are facing. Object is to cross either the fore or aft finish line before the whistle is blown a second time.



Game rules:

- .Run forward on first whistle, backward on second whistle, forward on third whistle, etc.
- .Any incorrect movement response to the whistle disqualifies the runner.

Variation:

- .Use a "freeze" (stop) whistle and have offenders return to the center line.

TEACHING HINTS:

- .Make sure participants are wearing properly fitted gym shoes and sweat socks; rationale: minimize blisters.
- .Have students in the elementary grades perform other locomotor movements.

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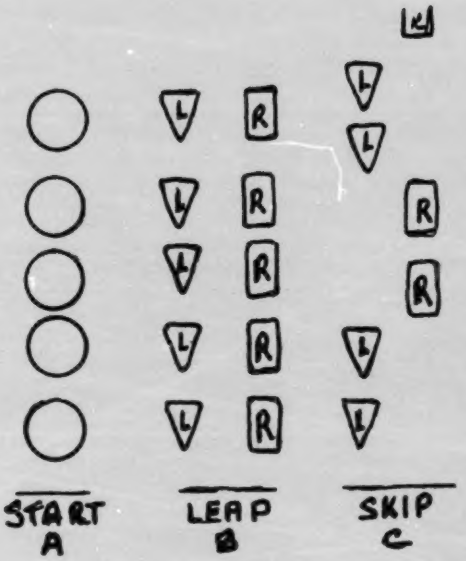
[1] Submitted by: Sandra Meschke, Middle School, Fairmont, Minnesota.

51. **NAME:** Skipping Sequence.
EQUIPMENT: Shoe polish.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EFA
Perceptual Motor: VM
Cognition: FD, S
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: Pre-k, K-2
Handicapping Condition: LD, ND, AH
INSTRUCTION: I
DESCRIPTION: Skipping is a complex motor task which frustrates many children, especially low level performers. However, skill mastery can be virtually assured if you have the students perform and practice the following discrete skills:

- .Hop on each circle on right foot. Repeat hopping with left foot. (Figure A)
- .Leap through a series of circles. (See Figure B)
- .Combine the "hop" and "leap" as per Figure C.



TEACHING HINTS:

- .Use shoe polish to make the floor circles;the visual information will enhance the success potential.
- .Be sure the student thoroughly masters each skill before proceding to the next level.
- .Left-right discrimination can be enhanced by using different geometric shapes (e.g., L and Ⓡ).

52. **NAME:** Body Stretch-ups.[1]
EQUIPMENT: None.
TASK ANALYSIS:
Motor Ability: BPO, EHC, GBC
Perceptual Motor: AM,
Cognition: S
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: MR, BP, MDL, VH, PA
INSTRUCTION: G
DESCRIPTION: Have students stand upright with hands on shoulders, elbows to the side.

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[1] Submitted by: Barbara E.Hall, Middle School, Fairmont, Minnesota.

DESCRIPTION: (Cont.)
Exercise sequence:

1. Stretch arms up; return to shoulder position.
2. Stretch arms and fingers upward; return to shoulder position.
3. Stretch arms and fingers upward; tighten abdomen; return.
4. Stretch arms and fingers upward; tighten abdomen; tense arm muscles; return.
5. Repeat #4, but alternately tense and relax muscle groups.

Variation:
- .Perform the exercise while supporting body weights on toes.

TEACHING HINTS:
- .Demonstrate the exercise sequence.
- .Give commands verbally until all students have memorized the sequence.
- .Check to ensure that students have relaxed muscle groups as much as possible.

53. NAME: Fun With Juggling.[1]
EQUIPMENT: Whiffleballs in assorted colors.
TASK ANALYSIS:
Motor Ability: EHC, EHA
Perceptual Motor: VM, AM
Cognition: CD
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition:
LD, MDL
INSTRUCTION: I, P
DESCRIPTION: The instructor faces the student and juggles 2 or 3 whiffleballs . Standing at arms length, the student:
- .Follows the flight of the balls with her eyes.
- .Reaches forward and grabs a specific colored ball out of the air, on command.

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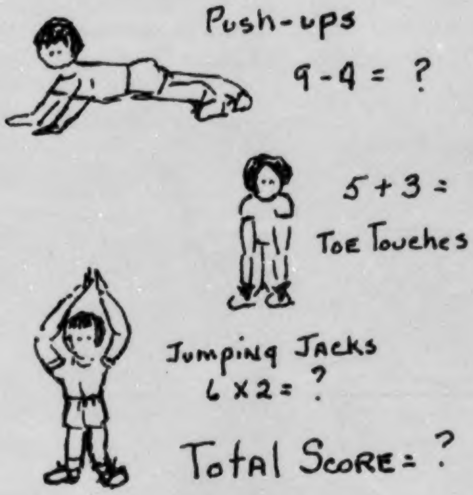
[1] Submitted by: Tom Ryser, Medford Public Schools, Medford, Massachusetts.

DESCRIPTION: (Cont.)
Variations:
- .Have student grab a specific colored ball with a specific hand (e.g., blue ball, left hand).
- .Have student clap hands before grabbing ball.

TEACHING HINTS:
- .Time your juggle so that the color called is in the air for the student to retrieve.
- .Repeat the activity, varying the colors, the height and the speed of the juggle.
- .Have students master the juggling skills, pair up with partners and perform the task.

54. **NAME:** Academics Exercise Game.[1]
EQUIPMENT: None.



TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM, AM
Cognition: M, LA
Physical Fitness: AS, AbS, ELP, E

RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: LD, ND, PA, BP

INSTRUCTION: G

DESCRIPTION: During the pre-activity exercise period, the student is instructed to perform a specific number of exercises. However, instead of telling him to do a certain number of a particular exercise, the teacher verbalizes:
- .Perform 5+3 toe touches.
- .Perform 9-4 push-ups.
- .Perform 6X2 jumping jacks.
- .Or, perform sit-ups consistent with the number of letters in the word "house".

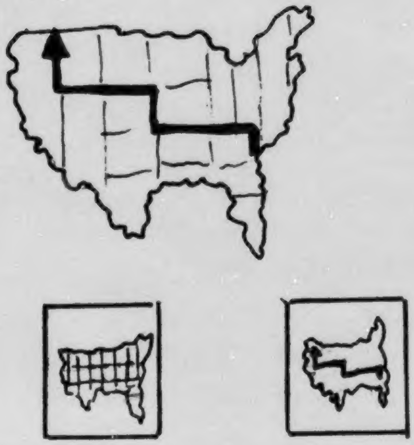
Variations:
- .Have the student spell the word and then perform the correct number of repetitions.
- .Use flash cards which indicate what is to be done.

TEACHING HINTS:
- .Meet with the group's classroom teacher(s) to determine appropriate math and spelling words.

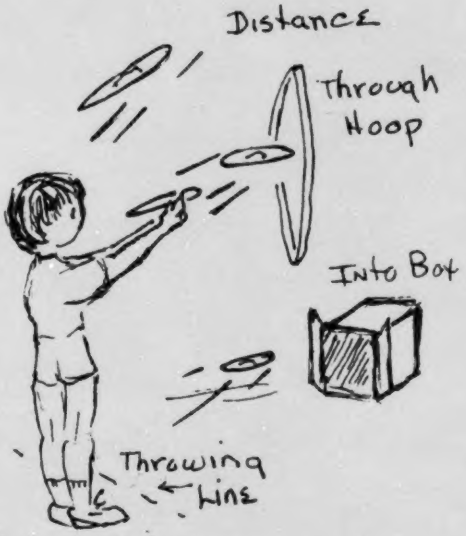
---

[1] Submitted by: Louis Ruggiero, Medford High School, Medford, Massachusetts.

55. **NAME:** Map Skills Game.[1]
EQUIPMENT: Shoe polish, 5"x 8"cards.
TASK ANALYSIS:
Motor Ability: BPO, EFA, GBC
Perceptual Motor: VM
Cognition: FD, S , C
Physical Fitness: ELP
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: LD, ND, AH
INSTRUCTION: I,P
DESCRIPTION:
Teacher assignments:
.Draw a map of the United States or your state on the gym floor.
.Reproduce similar maps on 5"x 8" cards, with line(s) drawn to indicate path of movement.
Student assignment:
.Selects a card and performs the movement task requested. (See illustration.)
Variation:
.Have students work in pairs; one student verbalizes the route, while the partner performs the task.
TEACHING HINTS:
.Have students devise routes on 5" x 8" cards.
.Paint maps in playground area; excellent noontime recreational activity.



56. **NAME:** Frizbee Toss.[2]
EQUIPMENT: A frizbee or plastic coffee can lid for each two children, hoops, empty cartons.
TASK ANALYSIS:
Motor Ability: GBC,BPO, EHC, EHA
Perceptual Motor: VM, AM
Physical Fitness: E
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: MR, ND, MDL
INSTRUCTION: I,P



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[1] Submitted by: Kathleen Glennon, Lexington High School, Lexington, Massachusetts.

[2] Submitted by: Pam Morrison, Franklin School, Wichita Falls, Texas.

DESCRIPTION:
Individual activities:
- .Sail frizbee for distance.
- .Sail frizbee through a hoop.
- .Sail frizbee into a box.
- .Toss frizbee in air, clap hands and catch it.

Partner activities:
- .Sail frizbee to a partner.
- .How far can you sail your frizbee to your partner?
- .Sail frizbee as close to the floor as possible.
- .Catch the frizbee with right hand, left hand.

TEACHING HINTS:
- .Demonstrate proper technique for throwing and catching a frizbee.
- .Provide ample space to avoid collisions.

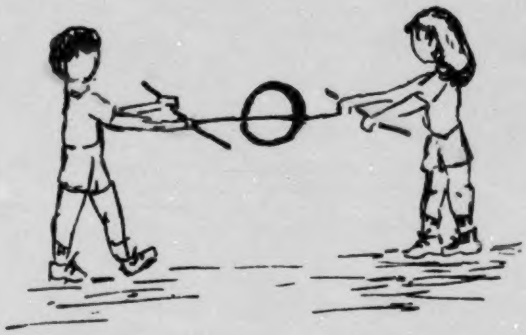
57. NAME: Satellite Chase.[1]

EQUIPMENT: Two 6½' lengths of plastic coated clothesline, four 4" dowels (½" diameter) and one ring (15"-18" diameter.)

TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM
Physical Fitness: AS, ELP

RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: ND, AH, MDL, PA, BP

INSTRUCTION: P



DESCRIPTION: Tie clothesline ends to middle of dowels. Slip the ring over the dowel rod ends, encircling both lines. Task procedure:
- .Two students grasp the dowel rod handles at opposing ends and move apart until the lines are taut and shoulder height. (See illustration.)
- .One student jerks the lines apart causing the ring to slide to the other player.
- .The ring is returned by reversing the operation.

Variation:
- .Added incentive can be created by placing 2 or 3 colored marks on the lines with scores assigned for moving the ring past the marks.

TEACHING HINTS:
- .On first trials, have an older student or adult assist a small child by grasping the handles and going through the sequence.
- .By substituting loops for the dowel handles, you can have the students insert their feet and replicate the task.

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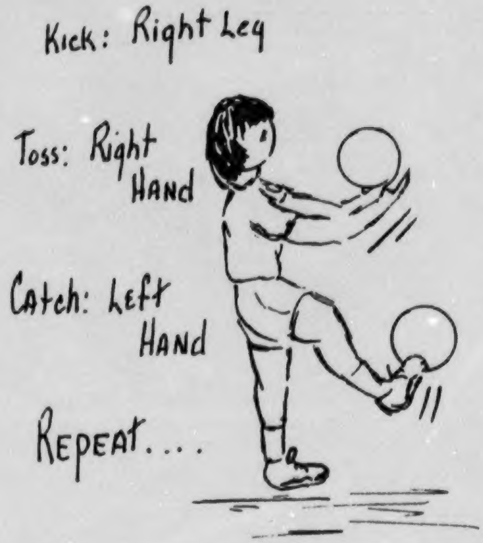
[1] Submitted by: Anabell Dockery, reenbelt Cooperative School, Quanah, Texas.

58. NAME: Toss and catch: Self-Testing.[1]
EQUIPMENT: Whiffle balls (baseball size).
TASK ANALYSIS
Motor Ability: GBC,BPO,EHC, EHA, EFA
Perceptual Motor: VM
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: AH, ND
INSTRUCTION: I, G
DESCRIPTION: Procedure:
.Stand on left foot and kick right leg forward.
.Simultaneously, toss ball in air with right hand.
.Reach across with left hand under right leg and catch ball on the right side of the body.
.Repeat the activity, tossing left and catching right.
.Perform the activity for 5 minutes.
.Record the number of catches.
TEACHING HINTS:
.Encourage students to keep the back in an upright position to maintain balance.



59. NAME: Kitten With A String.[2]
EQUIPMENT: Whiffle or yarn ball suspended on an 18" string, tumbling mat.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM
Physical Fitness: AS
RECOMMENDED FOR:
Grade Level: Pre-k, K-2
Handicapping Condition: AH, ND,MDL
INSTRUCTION: I, P
DESCRIPTION: Student pretends to be a kitten playing with a ball of string. Have student creep forward on mat in a straight line in "Kitten" position (hands and knees). Part-

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[1] Submitted by: Linda V.Hennessey, Monsignor Mathew Clarke School, Wakefield, Rhode Island.

[2] Submitted by: Lanelle O'Neill, Jacksboro Elem. School, Jacksboro, Texas.

DESCRIPTION:
ner or instructor pulls the ball on the floor in a straight line in front of student, who must bat the ball first with the right hand, then the left hand. All the time, student is progressing to the other end of the mat, batting the ball with each "step." If a partner is used, students exchange positions when the first kitten reaches the opposite end of the mat.

Variations:

1. Students strike a ball suspended 6" off floor.
2. Students strike a ball that is swinging from side to side.
3. Students crawl backwards and perform the activity.
4. Partner pulls the ball in a zig-zag pattern across the mat.
5. Student assumes a push-up position on hands and toes and performs the activities.
6. Student strikes a ball suspended at chin height or above (18-20 inches).

TEACHING HINTS:

.Develop use of both hands.
.Keep eyes on the ball at all times.
.Stress opposition of hands and knees or feet.
.Student should be successful with each activity before attempting the push-up position (hands and toes).

60. **NAME:** Wall Sit: Self Testing.[1]
EQUIPMENT: Stopwatch.
TASK ANALYSIS:
Motor Ability: BPO
Physical Fitness: ELP
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: ND, AH,MDL, VH
INSTRUCTION: I, G
DESCRIPTION: Testing procedure:
.Have the student assume a sitting position, with her back against the wall and thighs parallel with the floor.
.Record the amount of time the student remains in the sitting position.

TEACHING HINTS:
.Do not permit students to assume a hyperflexed position as it may be injurious to the knee joints.

61. **NAME:** Sequence Hop.[2]
EQUIPMENT: Seven large cards (1'X 1' with the names of the days of the week written on them.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA

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[1] Submitted by: Janet Baum, Wheatland High School, Wheatland, Wyoming.

[2] Submitted by: Sandy Barnes, Libbey Elem.School, Wheatland, Wy.

TASK ANALYSIS:
Perceptual Motor: VM,AM
Cognition: S,LA, M
Physical Fitness: ELP, E
RECOMMENDED FOR: Grade Level: 3 - 6
Handicapping Condition: LD,ND
DESCRIPTION: Level 1:

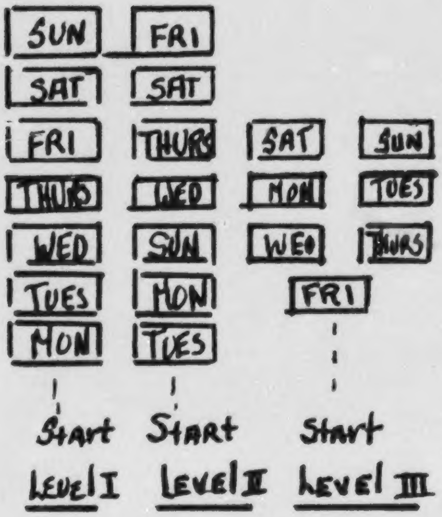
.Lay the cards out in order and have the child hop straight down the line saying each day of the week as he lands on a card. Repeat until learning sequence is mastered.

Level 2:

.Lay the cards out in random order. Have child hop on cards in order, saying the days of the week.

Level 3:

.Lay the cards out in random order. Teacher verbalizes a day of the week; the child hops from the starting point, picks up the correct word card and skips back to the starting line.



TEACHING HINTS:

.Very appropriate task for hyperactive, distractible children; rationale: task requires them to focus their attention on "specifics."

.Substitute other sequence variations such as months of the year, numbers, the alphabet, etc.

62. NAME: Sequence Ball-Bouncing.[1]
EQUIPMENT: Ball
TASK ANALYSIS:
Motor Ability: BPO, EHC, EHA ,GBC
Perceptual Motor: VM, AM
Cognition: S,M,C
RECOMMENDED FOR:
Grade Level: Pre-k, K-2
Handicapping Condition: LD, MDL
INSTRUCTION: I, P
DESCRIPTION: Child bounces ball using right and left hand. Begin with either right or left hand, depending upon teacher command.
Procedure: Bounce the ball a number of times in a familiar number sequence.
.Example: phone number 728-1431

STUDENT TASK

1. Bounce: 7 RH
2. Bounce: 8 LH
3. Bounce: the total, using alternate left and right hands.

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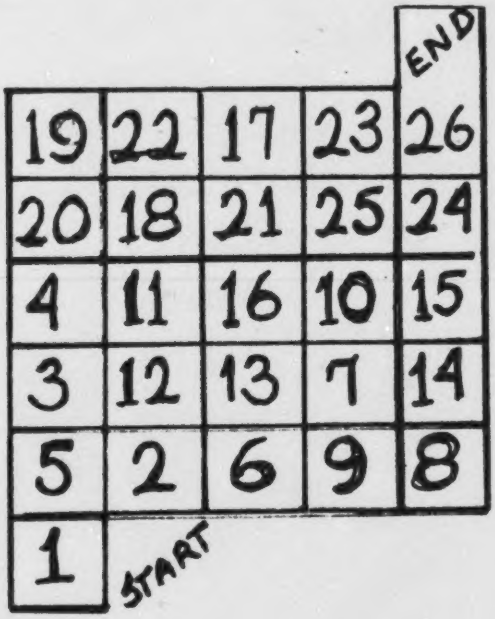
[1] Submitted by: Ruth Patterson, Snowshoe School, Palmer, Alaska.

DESCRIPTION: (Cont.)
- 7 left hand
- 2 right hand
- 8 left hand
- 1 right hand
- 4 left hand
- 3 right hand
- 1 left hand

Variations:
-Use other numbers such as home/school address, parent's work place, etc.
-Toss ball in air instead of ball-bouncing
-Hop on left/right foot instead of ball-bouncing.

TEACHING HINTS:
.Have students master the motor skill prior to sequencing.
.Have students devise number sequences.
.Pair students and have one verbalize the sequence and the other perform the task.



				END
19	22	17	23	26
20	18	21	25	24
4	11	16	10	15
3	12	13	7	14
5	2	6	9	8
1	START			

63. NAME: Grid Bounce.[1]
EQUIPMENT: Playground ball; tape, shoe polish, or chalk.
TASK ANALYSIS:
Motor Ability: BPO, EHC, EHA, EFA ,GBC
Perceptual Motor: VM
Cognition: S, M, LA
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: LD, AH
INSTRUCTION: I
DESCRIPTION: Replicate illustration on gymnasium surface or playground surface. Game procedure:
.Start at #1 and bounce the ball once in the square.
.Jump to #2 square and bounce the ball twice.
.Repeat the above sequence through #9 square.
.From #10 square on, add both numbers together and bounce the ball the correct number of times.
.Task is terminated when you:
-Jump into the wrong square
-Bounce the ball an incorrect number of times
-Perform successfully in each of the 26 squares.

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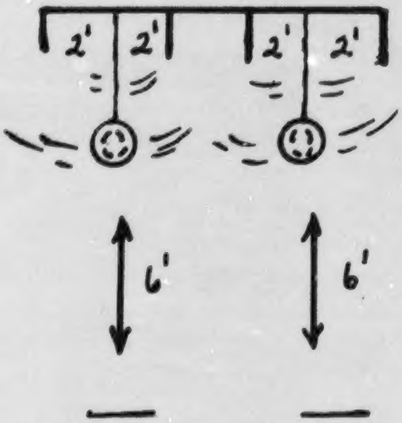
[1] Submitted by: David F. Braby, R.W.Emerson School, Milwaukee, Wisconsin.

Variations:
.Bounce the ball only one time in each square.
.Bounce and catch, or throw and catch in each square.
.Have the student perform a preconceived addition or subtraction problem
.Substitute letters of the alphabet for grid numbers.

TEACHING HINTS:
.Have students verbalize the numbers or letters as they reach each square.
.Vary the task difficulty in accordance with the ability level of the participating students.

64. NAME: Ball Swing.[1]
EQUIPMENT: Deflated tetherball, rope, wall hook.
TASK ANALYSIS:
Motor Ability: BPO, EHC, EHA, EFA, GBC
Perceptual Motor: VM



BALL SWING
STATION SET-UP

RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: AH, MDL, MR
INSTRUCTION: I, P
DESCRIPTION: Attach tetherball to rope and suspend on hook (6' from floor). Place wall marks, 2' from both sides of the stationary ball. Seated facing the ball (and the wall), the student:
.Strikes the ball with either hand and tries to make the ball go out as far as the wall marks
.Suggested game rules:
-Establish a time limit.
-Award one point for each "mark" achieved.
-Set standard to be attained.

Variations:
.Strike ball going to the right with left hand and ball going to the left with right hand.
.Have two students face each other and bat the ball back and forth
.Have students practice the task by kicking rather than striking the ball.

TEACHING HINTS:
.Excellent for the cerebral palsied child who has poor muscle control or strength.
.Have the student try to "eye track" the ball without moving the head from side to side.

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[1] Submitted by: Students in Marti Helwig's classes, J.F.Kennedy School, Raritan, New Jersey.

65. NAME: Jogercise.[1]

EQUIPMENT: Stop watch.

TASK ANALYSIS:

Motor Ability: GBC, BPO

Perceptual Motor: VM

Cognition: S

Physical Fitness: AS, Ab.S, ELP, E

Sports skills: T & F

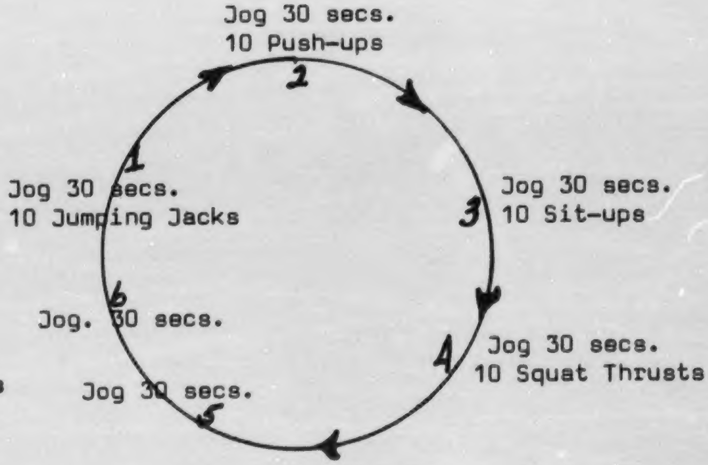
RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12

Handicapping Condition: MR, ND, PA, BP, AH

INSTRUCTION: G

DESCRIPTION: The student jogs around a large circle for a designated period of time and then *immediately* performs a predetermined number of a specific exercise. The following is a sample sequence:



- .Jog 30 seconds, 10 jumping jacks.
- .Jog 30 seconds, 10 push-ups.
- .Jog 30 seconds, 10 sit-ups.
- .Jog 30 seconds, 10 squat thrusts
- .Jog 30 seconds
- .Jog 30 seconds.

TEACHING HINTS:

- .Vary the time or distances jogged.
- .Vary the exercises in accordance with student needs.
- .Vary the jogging with skipping, marching, hopping, etc.

66. NAME: Cone Goal.[2]

EQUIPMENT: Eight plastic cones, playground ball or slightly deflated volleyball and a net.

TASK ANALYSIS:

Motor Ability: BPO, EHC, EHA, EFA, GBC

Perceptual Motor: VM

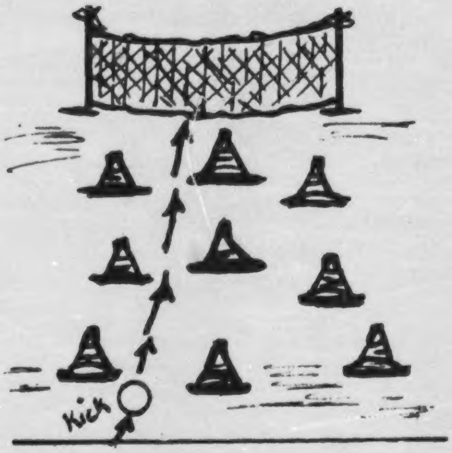
RECOMMENDED FOR:

Grade Level: K-2, 3-6

Handicapping Condition: AH, MDL

INSTRUCTION: I

DESCRIPTION: Student stands behind a line facing the cones and net. The game object is to kick the ball into the net without touching any of the pins. When



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[1] Submitted by: Joyce Johnson, Metcalf Junior High School, Burnsville, Minnesota.

[2] Submitted by: Deon Krause, Belgrade High School, Belgrade, Minnesota.

DESCRIPTION:
the student successfully performs the task, increase the difficulty level by:

- .Increasing the kicking distance.
- .Decreasing the space between cones.
- .Requiring kicking with the non-dominant foot.

TEACHING HINTS:

- .Stress kicking for accuracy, not power.
- .Vary the task by requiring the student to roll the ball into the net.

67. NAME: Story-Telling Squats.[1]
EQUIPMENT: None.
TASK ANALYSIS:
Motor Ability: BPO, GBC
Perceptual Motor: AM
Physical Fitness: AS, AbS, ELP, E Cognition C, LA
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: ND, PA, BP, VH, LD
INSTRUCTION: G
DESCRIPTION: Add a little excitement to your exercise period by using the following story telling technique:

"ONCE UPON "ONE" A TIME AN INDIAN ....."

"ONE" - Squats

- .Explain to the group the relationship between certain key words and exercises which are to be performed; examples:
  - -"one"— squats
  - -"two"— sit-ups
  - -"three"—push-ups
- .Every time a key word is expressed, the group is to perform the exercise one time and stand up as quickly as possible.

TEACHING HINTS:

- .Have your story ready in advance.
- .Use your imagination.
- .Vary the spacing of key words to enhance auditory development
- .Have students develop creative stories and assume the leadership role.

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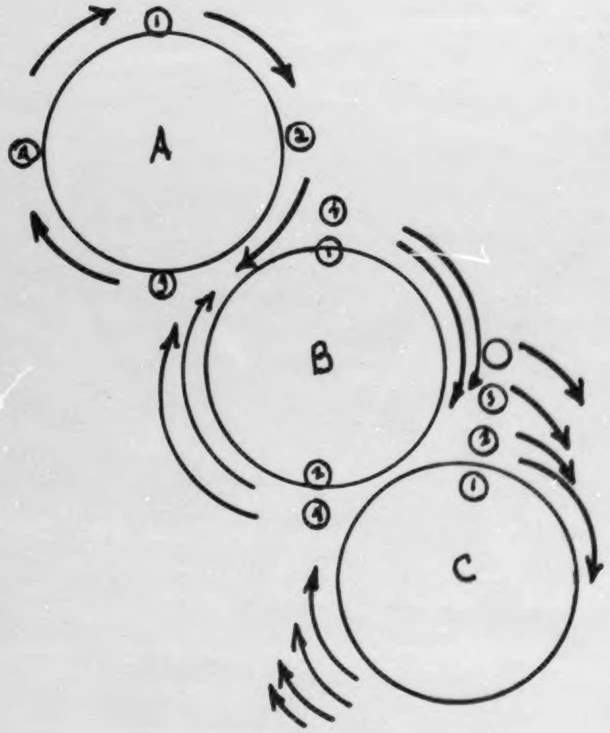
[1] Submitted by: Deon Krause, Belgrade High School, Belgrade Minnesota.



68. **NAME:** Lap Looping.[1]
EQUIPMENT: Beanbags, batons, track or circular running area.
TASK ANALYSIS:
Motor Ability: GBC, EHC, EHA
Perceptual Motor: VM, TM
Physical Fitness: ELP, E
Sports skills: T&F
RECOMMENDED FOR:
Grade Level: K-2, 3-6, 7-9, 10-12
Handicapping Condition: ND, AH ,PA, MR
INSTRUCTION: G
DESCRIPTION: Using 4 students spaced at different intervals, test their endurance by having them run three different distances. Procedure:

- .First distance: Run 1/4 of the track and pass the baton to Runner #2. Continue. (See illustration A.)
- .Second distance: Runner #1 runs around 1/2 of the track and passes baton to Runner #2. Continue. (See illustration B.)
- .Third distance: Runner #1 runs 1 complete lap and passes the baton to Runner #2. Continue. (See illustration C.)

TEACHING HINTS:

- .Be sure to instruct students that their positions will change each lap, but they are always to receive and pass the baton to the same teammate.
- .Substitute beanbag for baton when using the activity with the lower grades.
- .When students have mastered the passing skills, add the competitive elements by having teams compete.

69. **NAME:** Touch-Block.[2]
EQUIPMENT: Volleyball net (7'1/4" height at center).
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM
Physical Fitness: ELP, E
Sports Skills: Volleyball
RECOMMENDED FOR:
Grade Level 3-6, 7-9, 10-12
Handicapping Condition: ND, AH, PA
INSTRUCTION: P, G

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[1] Submitted by: Deon Krause, Belgrade High School, Belgrade, Minnesota.

[2] Submitted by: Vonnie Pearson, New London-Spicer High School, New London, Minnesota.

DESCRIPTION: Pair students in class. One student is designated "leader"; the other student is called the "follower." Task procedure:

- .Leaders move laterally (close to the net) and suddenly vertically jump; correct form:
  - -As close to the net as possible, without touching it
  - -Arms extended (over the net is permissable)
- .Followers assume positions on the opposite side of the net facing their partners; correct form:
  - -Stay in front of your partner
  - -Jump simultaneously and endeavor to touch her fingers or hands above the net.

TEACHING HINTS:

- .Stress short, lateral side steps.
- .Have students watch their partners' hips; hip movement will "telegraph" when the leader is going to jump.

70. NAME: [1]Hopscotch Locomotor Patterns.

EQUIPMENT: Shoe polish or paper/cardboard footprints.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EFA

Perceptual Motor: VM, AM

Cognition: CD, FD, S, C

Physical Fitness: ELP, E

RECOMMENDED FOR:

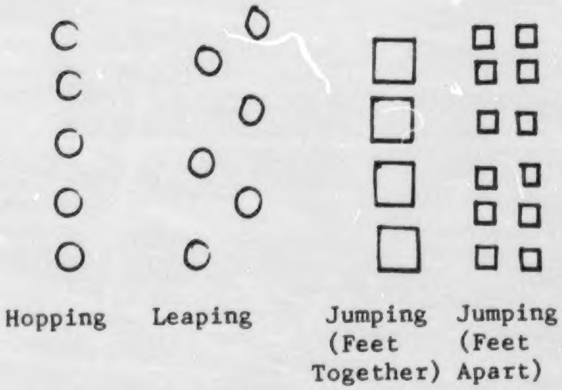
Grade Level: K-2

Handicapping Condition: LD, ND, AH

Instruction: I, G

DESCRIPTION: After testing children, identify their locomotor deficiencies and devise floor patterns accordingly. Suggested patterns:

HOPSCOTCH PATTERNS



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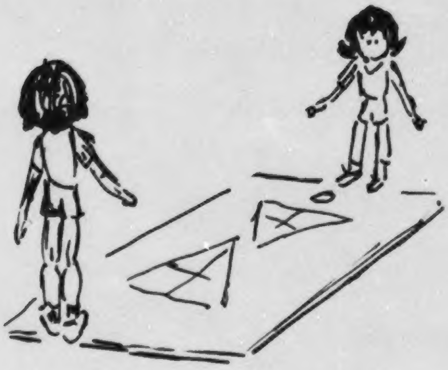
[1] Submitted by: Dave Ganyo, Belgrade Elem.School Belgrade, Minnesota.

DESCRIPTION:(Cont.)
.Hopping or jumping (see illustration A).
.Left/right foot (see illustration B).

TEACHING HINTS:
.Enhance visual-motor discrimination by designating different shapes/colors for left and right foot.
.Similarly, audio-motor discrimination will be improved if you associate sounds with left/right foot movement.
.Have students devise their own creative patterns.



71. NAME: Foot Shuffleboard.[1]
EQUIPMENT: Shoe polish, 4 wood/plastic discs (3" diameter).
TASK ANALYSIS:
Motor Ability: EHC, EHA, EFA
Perceptual Motor: VM
Cognition: M,LA
RECOMMENDED FOR:
Grade Level: K-2, 3-6, 7-9, 10-12
Handicapping Condition: LD, AH, MDL
INSTRUCTION: I, P
DESCRIPTION: Draw a shuffleboard court on the floor. Game procedure:
.Place one student at each end of the shuffleboard court.
.In turn, each student propels the 4 discs with his foot.
.The first student to score 21 points wins.
Variations:
.Four players, with partners on the opposite ends of the court.
.Table shuffleboard: Draw the lay-out on a table tennis table and have the participants propel the discs with their hands.
.Replace numbers with letters.

TEACHING HINTS:
.Vary the size of the court and the distance the discs are to be propelled to ensure success.

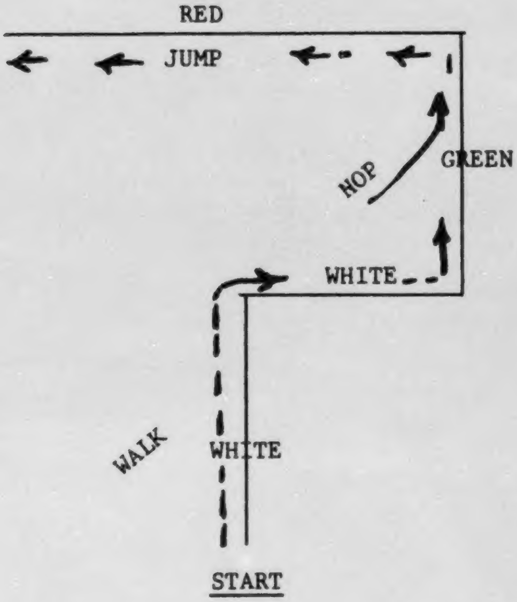
---

[1] Submitted by: Lee Perry, Hector High School, Hector, Minnesota.

72. **NAME:** Following Lines.[1]
EQUIPMENT: Shoe polish.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EFA,EHC
Perceptual Motor: VM
Cognition: CD
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: MR, PA, ND
INSTRUCTION: I
DESCRIPTION: Draw several different colored lines on the floor.

Task:

- .Explain the locomotor skills which are to be performed for each color; for example: white line—walk, green line—hop, etc.
- .Have the student proceed through the pattern.
- .Reinforce learning by verbalizing the colors as the student moves through the pattern.

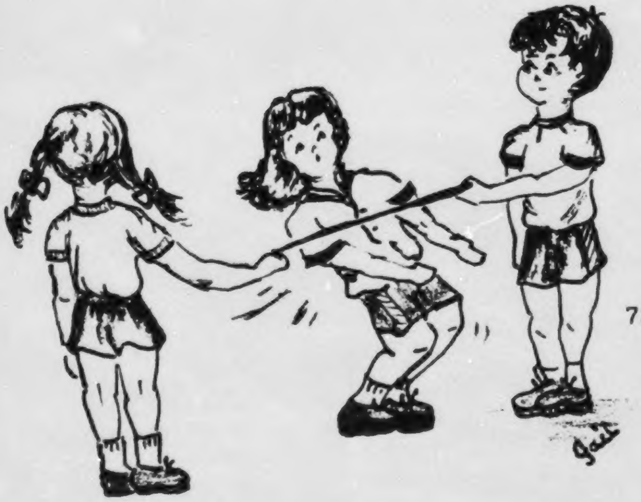


Variations:

- .Incorporate scooter boards
- .Integrate ball skills with the locomotor patterns.

TEACHING HINTS:

- .Excellent task for TMR's (i.e., the basic task).
- .Ball/locomotor skill integration is appropriate for advanced students.
- .Stress maintaining contact with the lines.



73. **NAME:** Over and Under the Sea.[2]
EQUIPMENT: Bamboo stick (7'-8') or length of jump rope.
TASK ANALYSIS:
Motor Ability: GBC, BPO
Perceptual Motor: VM, AM Cognition: LA
RECOMMENDED FOR:
Grade Level: Pre-k, K-2
Handicapping Condition: LD
INSTRUCTION: I, G

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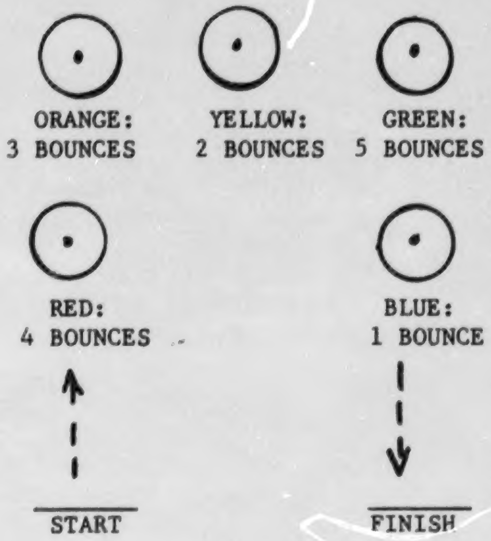
[1] Submitted by: Susan A.Alstrom, Hector School, Hector, Minnesota.

[2] Submitted by: Bari S.Slatas, The Shield Institute, Flushing, New York.

DESCRIPTION: Two students hold the stick or rope at a designated height while the teacher demonstrates the skills "over and under."
Task procedure:
.Each student performs the "over" movement.
.Each student performs the "under" movement.
.The task is repeated on 5 different levels to reinforce each concept.
TEACHING HINTS:
.Teacher verbalize "over and under" as students perform the task.
.Students verbalize "over and under" as they perform the task.

74. NAME: Color Bounce.[1]
EQUIPMENT: Five different colored balls and tennis rings; stop watch.
TASK ANALYSIS:
Motor Ability: EHC
Cognition: CD, M
Perceptual Motor: VM,
Physical Fitness: E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: ND,LD,AH,MDL
INSTRUCTION: I, G
DESCRIPTION: Place balls in rings. Task procedure:
.Student stands a set distance from the rings.
.Instructor calls out a color and number of repetitions.
.Student runs to appropriate ball and bounces it the appropriate number of times.
Scoring procedure:
.Three timed attempts.
.Average the time for the three attempts.
TEACHING HINTS:
.Vary the running distance in accordance with endurance needs.
.Vary the number of bounces in accordance with age and ability level.



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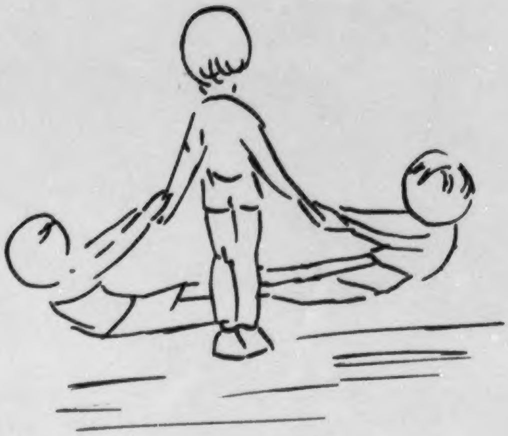
[1] Submitted by: Paulette Citrowski, Burnsville Senior High School, Burnsville, Minnesota.

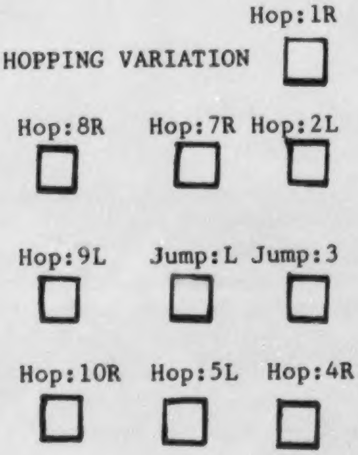
75. **NAME:** Two-Man Pull-up: Self-Testing.[1]
EQUIPMENT: None.
TASK ANALYSIS:
Physical Fitness: AS
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: ND, PA, BP, ND, AH, VH, MDL
INSTRUCTION: P, G
DESCRIPTION: Self-testing procedure:

- .One student lies on his back (face up).
- .The partner straddles the chest of the student in the supine position.
- .Student on the floor raises his hands and clasps the wrists of his partner.
- .Bottom student performs pull-ups by raising himself until he forms a 90 degree angle with his elbows.
- .Reverse positions and repeat.

TEACHING HINTS:

- .Match partners in terms of height and weight.
- .Stress the standing partner keep back straight, with shoulders retracted.
- .Have bottom student lower himself to the floor slowly.





76. **NAME:** Rabbit Hop.[2]
EQUIPMENT: None.
TASK ANALYSIS:
Motor Ability: BPO ,CBC Cognition: M
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2, 3-6, 7-9, 10-12
Handicapping Condition: ND, AH, VH ,BP
INSTRUCTION: I, G
DESCRIPTION: Objective: To completely finish a cycle of hops.
Procedure:

- .Hop on right foot 10 times.
- .Hop on left foot 9 times.
- .Hop on right foot 8 times.

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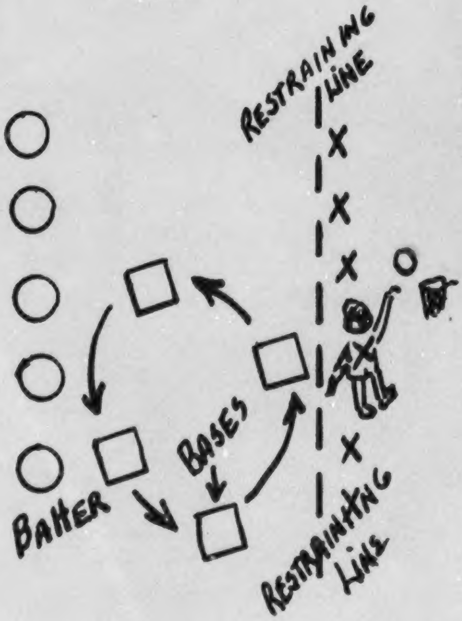
[1] Submitted by: Preston Mattke, New London-Spicer School, New London, Minnesota.

[2] Submitted by: Bob Lebews, Neill School, Burnsville, Minnesota.

DESCRIPTION: (Cont.)
.Repeat until you hop on right foot one time.
Variations:
.Reverse the hopping procedure—from 1 up to 10.
.Jump on both feet and hop on right foot; jump on both feet and hop on left foot; repeat.
TEACHING HINTS:
.Students evidencing balance problems may initially need arm support.
.Focus on endurance:
-By increasing the number of repetitions
-By decreasing the time allotted to perform the exercise.

77. **NAME:** Softball-Basketball Lead-up Game.[1]
EQUIPMENT: Playground ball and bases.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM
Physical Fitness: E
Sports Skills: Softball, basketball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: ND,AH
INSTRUCTION: G
DESCRIPTION: Divide the class into two teams—batting and fielding. Game procedure:
.The player at bat throws or kicks the ball and circles the bases.
.The fielder passes the ball to their "shooter".
.The "shooter" tries to make a basket before the batter arrives at home plate.



Other game rules:
.Award one point to the team that achieves their objective first.
.Fielders must, initially, remain behind the restraining line.
.The fielding team becomes the "batters" when all members of the batting team have had a turn at bat.
.No fielders may run with the ball.
.Shooters may not field the ball.
.All members of the fielding team must be provided an opportunity to be "shooters."
TEACHING HINTS:
.Set-up a rotation for batters and shooters.
.Encourage batters direct their throws or kicks toward open areas.

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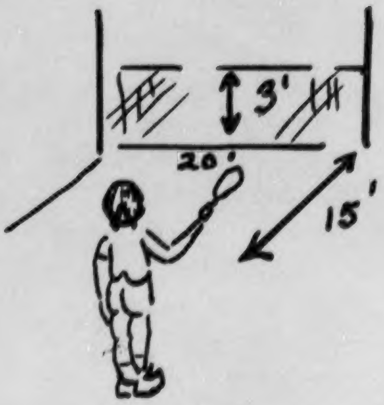
[1] Submitted by: Katie Hemme, Luverne School, Luverne, Minnesota.

78. NAME: Tennis Wall Volley:[1] Self-Testing.[1]
EQUIPMENT: Tennis racquet and 6-8 tennis balls.
TASK ANALYSIS:
Motor Ability: GBC,BPO,EHC, EHA
Perceptual Motor: VM
Physical Fitness: AS, ELP, E
Sports Skills: Tennis
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: ND,AH,PA
INSTRUCTION: I
DESCRIPTION: Testing procedure:
- .Students stands behind restraining line (15' from the wall).
- .Begins by dropping ball and hitting it against the wall, above the 3' marker.

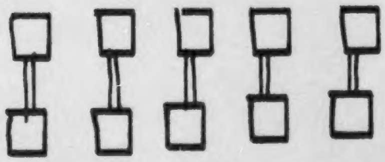
Scoring procedure:
- .Record the number of correct strokes attained in 30 seconds.
- .Do not record strokes for balls that have bounced on the floor twice.
- .When ball is missed, provide a new ball and start the count over (for the time remaining).

TEACHING HINTS:
- .Hit with control.
- .If you lose control of a ball, start with another ball quickly before your time is up.



79. NAME: Hurdle Drill.[2]
EQUIPMENT: One gallon square cans.
TASK ANALYSIS:
Motor Ability: GBC,BPO, EFA
Perceptual Motor: VM
Physical Fitness: ELP, E
Sports Skills: Track & Field
RECOMMENDED FOR:
Grade Level: 3-6.
Handicapping Condition: ND, AH,PA
INSTRUCTION: I, G
DESCRIPTION: Place the cans 3' apart. Teaching progression:
1. Beginners' level: Run tall and lift knees over cans:
   a. cans flat
   b. cans on side

HURDLE DRILL



ADVANCED LEVEL:
Take three steps between each hurdle.

---

[1] Submitted by: Barbara Schaar, Tracy Junior-Senior High School, Tracy, Minnesota.

[2] Submitted by: Dick Peterson, Sibley School, Northfield, Minnesota.

DESCRIPTION: (Cont.)

c. cans end up

2. Intermediate level: Increase space between cans. Take 2 steps between each can and hurdle with the left foot.
3. Advanced level: Increase space between cans. Place slats through handles of cans to create a hurdle effect. Take 3 steps between each hurdle like a hurdler.

TEACHING HINTS:

.Have students master the skill at each level.

.Set up two sets of hurdles—varying the space intervals to meet individual needs.

80. **NAME:** Ball in A Ring.[1]

EQUIPMENT: Whiffleball. rubber ring, string.

TASK ANALYSIS:

Motor Ability: EHC, EHA

Perceptual Motor: VM

RECOMMENDED FOR:

Grade Level: K-2, 3-6

Handicapping Condition: MDL,AH

INSTRUCTION: I

DESCRIPTION: Tie whiffle ball to the rubber ring.

Task procedure:

. Hold one side of the ring.

. Swing the ring so that the ball goes through the ring.

. Continue the action until the entire string is wrapped around the ring.

. Turn the ring over and continue the same motion until the ring is completely unwrapped.

TEACHING HINTS:

.Have students master the eye-hand coordination skill with right and left hands.

.Start with a large ring to simplify the task; decrease the size of the ring as the skill is mastered.

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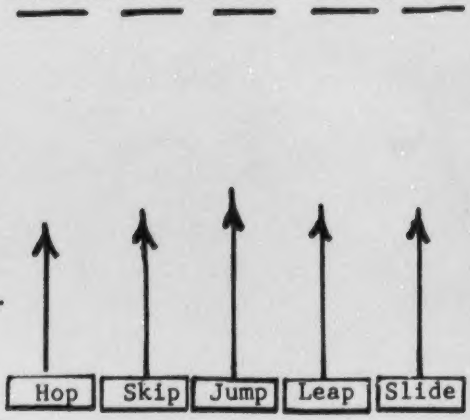
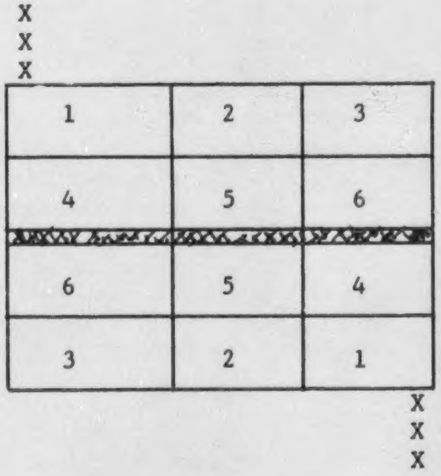
[1] Submitted by: Students in Marti Helwig's class, J.F.Kennedy School, Raritan, New Jersey.

81. **NAME:** Reading the Locomotive Skill.[1]
EQUIPMENT: 3"X5" flash cards
TASK ANALYSIS:
Motor Ability: GBC, BPO
Perceptual Motor: VM, AM
Cognition: CD, LA
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD, ND, AH
INSTRUCTION: G
DESCRIPTION: Print the seven basic locomotive skills on flash cards and place the cards face down on the gym floor.
Game procedure:
.Have each student stand on his/her card.
.On whistle, each student is to:
-Pick up card and read the locomotive skill
-Place the card face down on the floor
-Perform the skill until the whistle ends the game
-move to another flash card
.Repeat the task.
Game variations:
.Use overhead projector to flash locomotive skills on the wall
.Show a flash card to the entire class so that they perform the same skill.
TEACHING HINTS:
.Use a large area to avoid collisions.
.Have students assist one another with the reading tasks.
.Vary tasks in accordance with student level (e.g., use colors, letters, etc.)

LOCOMOTOR SKILL STATION SET-UP





82. **NAME:** Volleyball Serving[2]
EQUIPMENT: Volleyball; shoe polish, chalk, or tape
TASK ANALYSIS:
Motor Ability: GBC, EHC, EHA
Perceptual Motor: VM
Sports Skills: Volleyball
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: AH, MDL
INSTRUCTION: G
DESCRIPTION: Court set-up and player positioning as per the diagram. Game procedure:
.Player in the serving area serves the ball over the net and attempts to place the ball in Square 1. Then,

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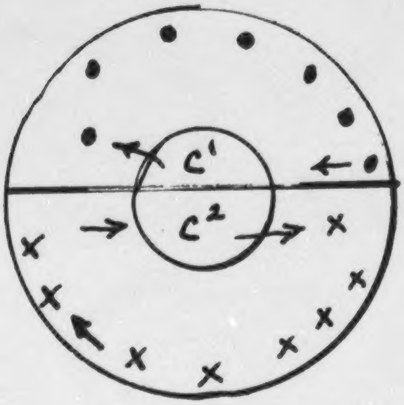
[1] Submitted by: Charles Holtz, James Monroe School, Edison, New Jersey.

[2] Submitted by: John Gorham, East Providence High School, East Providence, Rhode Island.

he/she proceeds to the end of the team line.
.Server on the opposite side of the net serves the ball over the net and attempts to place the ball in Square 1. Then, he/she proceeds to the end of the team line.
.Continue the game until each player has an opportunity to serve the ball into each of the four squares.
.Award one point per player for correct ball placement.

TEACHING HINTS:
.Stress the importance of developing accuracy before velocity.
.Emphasize proper follow through.

83. **NAME:** Passing Relay.[1]
EQUIPMENT: Two playground balls
TASK ANALYSIS:
Motor Ability: GBC, EHC, EHA,BPO
Perceptual Motor: VM
Physical Fitness: ELP, E
Sports Skills: Basketball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: ND, AH
INSTRUCTION: G
DESCRIPTION: Form a large circle divided in half with two teams. Place two team captains in the center, each holding a playground ball. Game procedure:



.Start by having each captain throw the ball (two-hand underhand pass, to the first person on his/her team.)
.Have the receivers walk around the circles in opposite directions, return to their spots, and pass the balls back to their team captains.
.Continue the passing and walking drill until all participants have had a turn.
.Repeat the drill, having the students run around the circle.
.Repeat the drill, having the students use the two-hand chest pass, one-hand underhand and one-hand overhead pass.

TEACHING HINTS
.Catch the ball before walking or running
.Pass the ball accurately.
.Avoid bumping into an opponent.
.Demonstrate each new passing technique.

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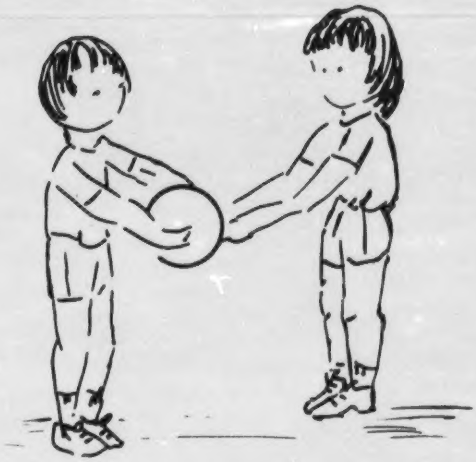
[1] Submitted by: Charlene Albro,Barton School,Tiverton,Rhode Island.

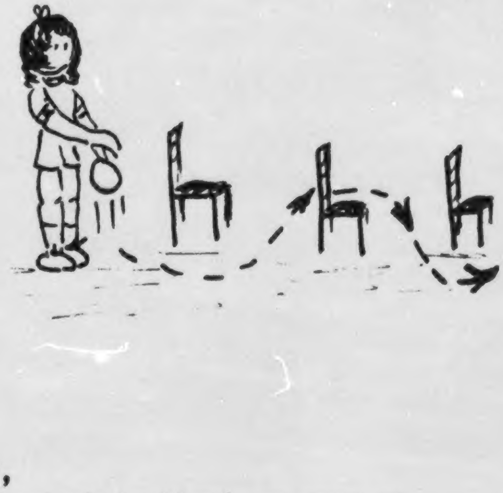
84. NAME: Build-up.[1]
EQUIPMENT: Medicine ball, stop watch.
TASK ANALYSIS:
Motor Ability: EHC, EHA
Perceptual Motor: VM
Physical Fitness: AS, Ab.S
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: ND, PA AH, MDL
INSTRUCTION: P, G
DESCRIPTION: Students are coupled, or grouped in a circle formation; goal: maximum number of passes in the allotted time. Procedure:



- .Pass or carefully toss the ball from one player to the partner or next member of the circle.
- .Repeat the task for a one-minute time period.

TEACHING HINTS:
- .Vary the size and weight of the ball in accordance with student developmental needs.
- .Have students master the passing skill before processing to tossing skill.
- .Use heavy weight to develop muscular strength, light weight to develop muscular endurance.
- .Chart scores and keep records for various ages and groups.
- .Bounce off recipient's abdomen to develop abdominal strength.

85. NAME: Dribble Around Chairs: Self-Testing.[2]
EQUIPMENT: 6 chairs, 1 basketball, stop watch.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM
Physical Fitness: E
Sports Skills: Basketball
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: ND, AH
INSTRUCTION: I,G
DESCRIPTION: Set chairs up as per the illustration. Task procedure:



- .Dribble a basketball while weaving through the chairs.
- .Change dribbling hand to the outside hand as you go around each chair.
- .Dribble "in and out" of all chairs, finishing at the starting line. The task is timed, so move as quickly as possible.

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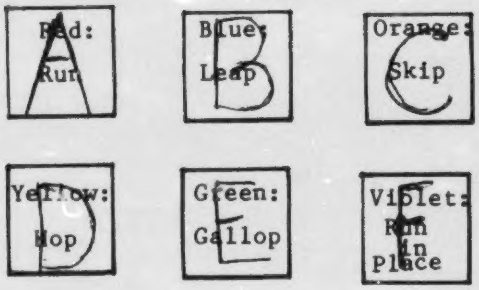
[1] F.June Graf, Hillside School, Livingston, New Jersey
[2] Barbara Schaar, Tracy Jr.-Sr.H.S., Tracy, Mn.

86. **NAME:** Bubble Clap.[1]
EQUIPMENT: Bottle of bubble blowing solution and bubble maker.
TASK ANALYSIS:
Motor Ability: EHC, EHA, EFA
Perceptual Motor: VM, TM
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: MR, BP, AH, MDL
INSTRUCTION: I, G
DESCRIPTION: The student is to:
.Take a deep breath of air and blow as many bubbles as possible (one complete exhalation).
.Set the bubble maker aside.
.Break each bubble by clapping her two hands together.
Variation:
.Have student break the bubbles by stamping her feet; for example: right foot, left foot, both feet, alternate feet.
TEACHING HINTS:
.Stress proper breathing (i.e., full inhalation and full expiration).

87. **NAME:** Pick Up Your Name.[2]
EQUIPMENT: Cards (6"x6").
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC,EHC EHA
Perceptual Motor: VM
Cogntion: CD, S, LA
Physical Fitness: E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD, AH, ND
INSTRUCTION: I, G
DESCRIPTION: Prepare cards as per the illustration. Inscribe all letters of the alphabet and paint the corners one to four different colors. Task procedure:
.Explain and have students perform color-associated movements; for example:
-Red - run
-Green - gallop

TASK CARDS:



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[1] Submitted by: Barbara Oswald, Rogers School, Lowell, Massachusetts.

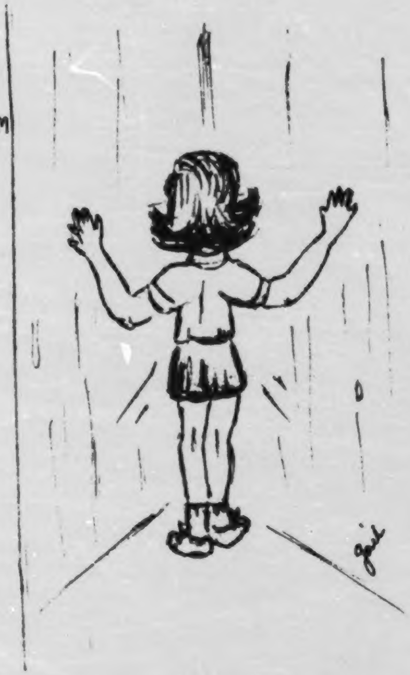
[2] Submitted by: Ron Foley, Laura Lee School, Lowell, Massachusetts.

DESCRIPTION:
- Orange - skip
- Yellow - hop
- Blue - leap.

.Place all of the cards 4'- 5' away from the students.
.In turn, have each student pick up the letters that spell his/her name and perform the associated movement(s).

TEACHING HINTS:
.Structure the movement tasks in accordance with the developmental levels of the students.

88. NAME: Wall Push-ups.
EQUIPMENT: None
TASK ANALYSIS:
Physical Fitness: AS Motor Ability: BPO
RECOMMENDED FOR: Perceptual-Motor: KM
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: PA, ND, VH, MR AH, MDL
INSTRUCTION: I, G
DESCRIPTION: Stand in an upright position facing a corner of the room. Place one hand on each wall, with arms extended and feet positioned 2-3' from the corner. (See illustration.)



Exercise procedure:
.Count of "1" flex arms and touch corner with chest and chin.
.Maintain flexed position for count of "2" and "3."
.Count of "4" return to extended arm position.
.Repeat.

TEACHING HINTS:
.Exercise is recommended for students evidencing an extreme deficiency in arm strength or round shoulders.
.Properly performed, the exercise will strengthen the arms/back muscles and stretch the chest muscles.
.Proper performance involves: keeping hands at shoulder height, with fingers pointing toward the corner; heels flat on the floor; and body parts in alignment.
.To increase difficulty level, spread arms wider apart and/or move feet further from the corner.

89. NAME : Curl-ups.
EQUIPMENT: Barbell and weights.
TASK ANALYSIS:
Physical Fitness: AS
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: ND, BP, VH, AH, MDL
INSTRUCTION: I

DESCRIPTION: Grasp the barbell with an underhand grip. Starting position: Barbell at waist level with feet shoulder width apart. Exercise procedure:

- .Curl barbell slowly until the bar touches the chest; inhale during the contraction phase.
- .Extend the barbell slowly until the bar touches the thighs; exhale during the relaxation phase.
- .Repeat.

TEACHING HINTS:

- .Incorporate the "overload" concept (i.e., when a pre-determined number of repetitions have been completed, increase the weight to be curled).
- .Perform the exercise with the back positioned close to a wall; rationale: to prevent back injury. (When lifting in an open area, many lifters tend to overcome resistance by arching the back and whipping the arms upward [referred to as "cheating"].)

90. **NAME:** Bilaterality Drill.

EQUIPMENT: Basketball, basketball backboard and basket and stop watch.

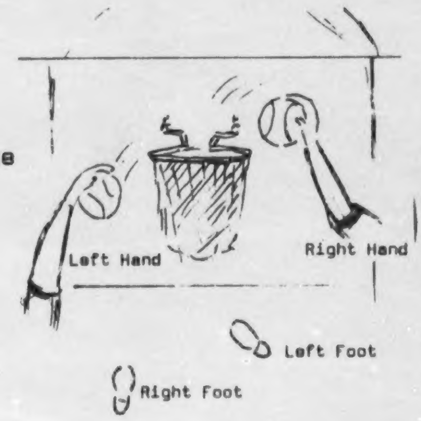
TASK ANALYSIS:

Motor Ability: GBC, BPO, EHC, EHA,
Cognition: S
Perceptual Motor: VM
Physical Fitness: ELP, E
Sports Skills: Basketball

RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: ND,BP,AH

INSTRUCTION: I,G



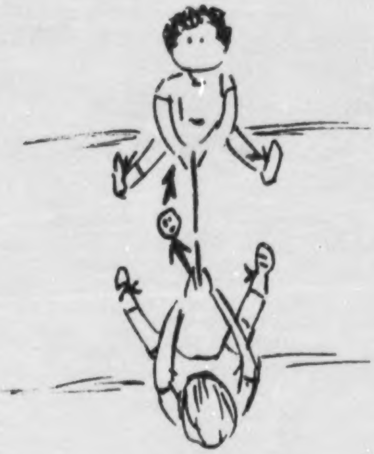
DESCRIPTION: Starting position: Stand to the right side of the basket with the ball held in both hands at shoulder level. Drill procedure:

- .Step and push off with left foot; simultaneously, raise ball with two hands over right shoulder and propel ball with right hand against the backboard.
- .Catch ball and step to the left side of the basket with the right foot; simultaneously raise the ball with two hands over left shoulder and propel ball with the left hand against the backboard.
- .Repeat the above drill (right-left) ten times.

TEACHING HINTS:

- .Stress oppositional movement—step left, shoot right—step right, shoot left.
- .With lower grades, eliminate the basket; rationale: have students focus all attention on the correct bilaterality pattern.

.Emphasize "how" the skill development is transferable to sports involving opposition (e.g., tennis serve).



91. NAME: Whiffle Ball Push.[1]
EQUIPMENT: Whiffleballs, lummi sticks.
TASK ANALYSIS:
Motor Ability: BPO, EHC, EHA
Perceptual Motor: VM
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: VH,AH,MDL
INSTRUCTION: P,G
DESCRIPTION: Student sits in a straddle position facing a partner (approximately 3' apart). Task procedure:

.Each student holds a lummi stick in front of the body, placing one hand on each end of the stick.
.Push ball with stick causing it to roll between the partner's legs.
.Partner attempts to return the ball in the same manner.

TEACHING HINTS:
.Stress keeping eyes on the ball.
.Stress a controlled push rather than a wild hit.
.If the task is too difficult, make it less complex by:
-Having students roll and catch the balls with their hands
-Increasing the size of the ball and/or the thickness of the stick.

92. NAME: Volley Ball Lead-up![2]
EQUIPMENT: Balloon, beach ball.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC,EHA
Perceptual Motor: VM , TM
Sports Skills: Volleyball
RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: MR,AH
INSTRUCTION: P, G
DESCRIPTION: Set up a volleyball net (3' high). Position students on either side of the net. Game procedure:

.Throw beach ball over net (as high as possible); rationale: will enable opponents to focus on the ball and to get in position to catch the same.

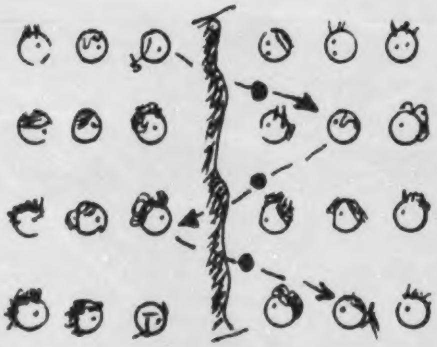
---

[1] Submitted by: Peg Anger, Ocean Academy, West Cape May, New Jersey.

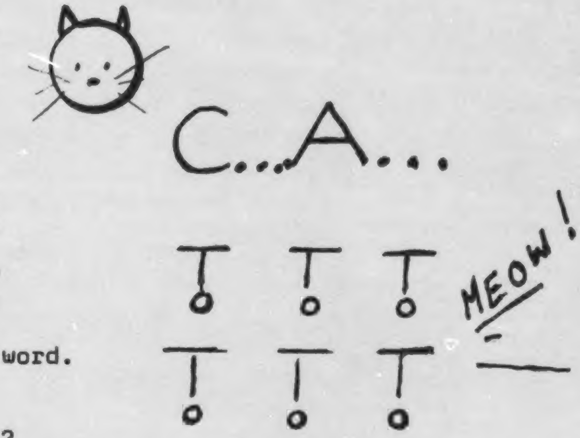
[2] Submitted by: Liz Ragan, Mount Carmel School, Asbury Park, New Jersey.

.Catcher repeats the task.
.Game alternatives:
-Throw ball to a designated opponent
-Tap instead of throwing and catching the ball.

TEACHING HINTS:
.If the task is too difficult, use a balloon since it will have a longer flight time and is softer to the touch.



93. **NAME:** Shape the Missing Letter.[1]
EQUIPMENT: None.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC
Perceptual Motor: VM
Cognition: LA
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: MR,ND,AH
INSTRUCTION: P,G
DESCRIPTION: Each student sits on the gymnasium floor. Instructor spells a word and leaves a missing letter. Each student:
.Shapes the missing letter.
.Verbalizes the letter.
."Acts out" the word.
.Performs a new task, upon command
TEACHING HINTS:
.Use locomotive words (skip, etc.), non-locomotive words (bend, etc.), and emotion words (sad, etc.).
.Use partners to shape the missing word.
.Check to ensure correct spelling.



94. **NAME:** Eye-Hand Coordination Tasks.[2]
EQUIPMENT: Balloons, tennis balls, bean bags, waste baskets, tires, sponge balls, bleach bottles, milk containers and hoops.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM, TM
Cognition: FD,C

---

[1] Submitted by: Charles Holtz, James Monroe School, Edison, New Jersey.

[2] Submitted by: Elementary Physical Education Staff, Livingston Public Schools, Livingston, New Jersey.

RECOMMENDED FOR:
Grade Level: K-2, 3-6
Handicapping Condition: LD, MDL
INSTRUCTION: I,P,G
DESCRIPTION: The following tasks and activities are recommended to improve a student's eye-hand coordination and accuracy:
.Bat a balloon in the air with left hand, right hand, and any part of the body in any sequence.
.Using tennis balls or bean bags, toss up and catch the same; or toss into waste basket or through tires.
.Practice throwing and catching sponge balls, individually or with a partner.
.Using a section of a bleach bottle or milk container, practice throwing and catching tennis/sponge balls, individually or with a partner.
.Throw objects through a suspended tire or hoop.
TEACHING HINTS:
.Have students devise other tasks which focus on eye-hand coordination and accuracy.
.Structure the tasks to ensure success.

95. **NAME:** Move to Beat.[1]
EQUIPMENT: Hula hoops, small drum and drum sticks.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM, AM
Cognition: S
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD,ND, PA
INSTRUCTION: G
DESCRIPTION: Each student stands adjacent to his/her hula hoop. The teacher activates performance by beating on the drum as follows:
.Fast tempo, even beat—students are to run.
.Slow tempo, even beat—students are to walk, hop, or jump.
.Slow tempo, uneven beat—students are to gallop, slide,or skip.

Fast Tempo: Run

Slow Tempo: Walk, Hop, or Jump

Slow Uneven Tempo: Gallop, Slide, or Skip

---

[1] Charles Holtz, James Monroe School, Edison, New Jersey

Other task requirements:

.At the termination of the beat, each student moves near the closest hula hoop and places teacher-designated number of body parts in the hoop.

.Repeat the task several times.

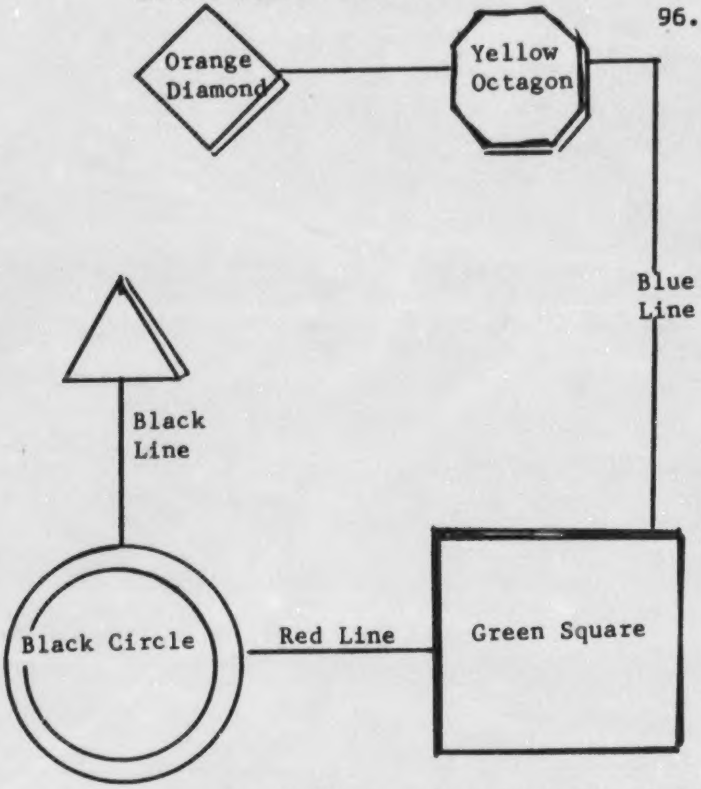
TEACHING HINTS:

.Vary tempo.

.Vary body parts which must be placed inside and outside the hoop.

.Have students serve as teacher, freeing you to assist students who have locomotor problems.

SAMPLE STATION SET-UP



96. **NAME:** Can You Perform the Following?[1]

EQUIPMENT: None.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EHC, EHA, EFA

Perceptual Motor: VM, AM

Cognition: CD, FD, S

Physical Fitness: ELP, E

RECOMMENDED FOR:

Grade Level: K-2

Handicapping Condition: LD,ND

INSTRUCTION: G

DESCRIPTION: Use existing gymnasium floor markings or paint/tape varied geographic forms on the floor. The students are to perform the folowing tasks on command;

1. Walk to and stand with both feet on a black line.
2. Walk to and stand with both feet in a black circle.
3. Walk to and stand with both feet on a red line.
4. Walk to and stand with both feet in a red circle.
5. Walk to and stand in black triangle.
6. Walk to and stand in red triangle.
7. Repeat above for other geometric forms.

Variations:

. Have students hop, skip, or gallop to designated shapes.

. Have students place different body parts on or in designated areas.

TEACHING HINTS:

. With kindergarten classes, be sure they know colors, shapes, locomotor skills and left from right before use of game.

. Suggested task command: Walk to..., 1-2-3 freeze.

. Score on point for each student motionless in designated area.

---

[1] Submitted by: Ann Murphy, P.W.Reilly School, Lowell, Massachusetts.

97. **NAME:** Quiet Vowel Spelling Bee.[1]

EQUIPMENT: List of spelling words.

TASK ANALYSIS:

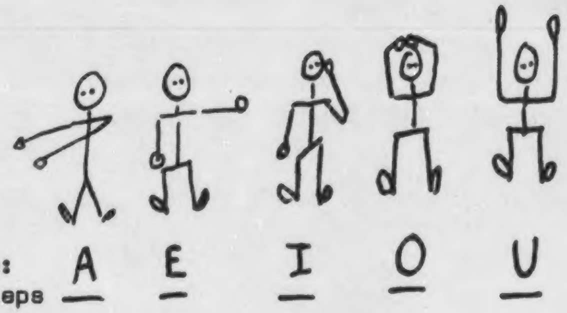
Motor Ability: EHC, EHA
Perceptual Motor: VM, AM
Cognition: LA

RECOMMENDED FOR:

Grade Level: K-2
Handicapping Condition: LD,MDL

INSTRUCTION: G

DESCRIPTION: Divide class into two teams and proceed as follows:



- One student from each group steps forward and faces the instructor.
- The instructor verbalizes a word which is to be spelled.
- Each student spells the word simultaneously by:
  - Speaking the consonants
  - Using hand signals to denote the vowels (see illustration)
- The student who correctly completes the task first scores one point for his/her team.
- The team scoring the most points wins.

TEACHING HINTS:

- The children's mental ability and/or age level determine the difficulty of the spelling words and types of signals used.
  Examples:
  Low level: Use one hand signal, such as a clap, to represent all vowels (CAPE = spoken C, clap A, spoken P, and clap E). The vowel may be verbalized as the hand signal is made.
  Higher level: Use a predetermined signal for each different vowel.

98. **NAME:** Beachball Tennis.[2]

EQUIPMENT: Small beachball, tennis or badminton net, two large cones and masking tape

TASK ANALYSIS:

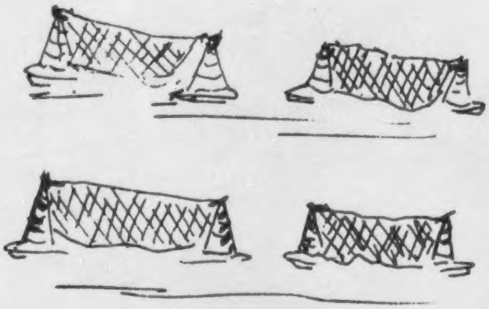
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM
Physical Fitness: ELP, E
Sports Skills: Tennis

RECOMMENDED FOR:

Grade Level: 3-6
Handicapping Condition: BP, ND, AH

INSTRUCTION: G

MULTIPLE STATION SET-UP



DESCRIPTION: Attach the net to the cones with masking tape. Position 1-2 players on each side of the net.

Game procedure:

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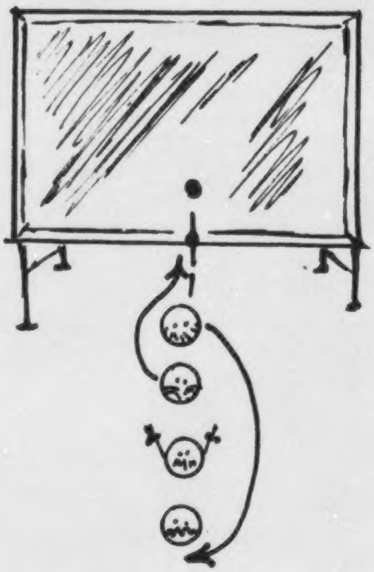
[1] Submitted by: Janet Dordy, McAvinnue School, Lowell, Massachusetts.

[2] Submitted by: Michele Kelso, Hillside School, Livingston, New Jersey.

.Each player must attempt to return the ball over the net after the ball has bounced one time.
.Points are scored when an opposing player misses the ball or hits it into the net.
.The ball must be hit with an open hand.

TEACHING HINTS:

.Stress bounce-hit and proper bilateral motion.
.Game variation: Require use of non-dominant hand only.



99. NAME: Wall Tennis Elimination.[1]
EQUIPMENT: Wall or backboard, tennis balls and rackets.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC,EHA
Perceptual Motor: VM
Physical Fitness: AS, ELP, E
Sports Skills: Tennis
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: BP, ND, AH
INSTRUCTION: G
DESCRIPTION: Establish a line 20-25' from the wall. Game procedure:
.The first player puts the ball in play with a forehand stroke and goes to the end of the line.
.The ball is kept in play by subsequent players stroking the ball and going to the end of the line.
.When someone misses, they have a point scored against them.
.Reaching a predetermined number of points eliminates a player.
.The last remaining player is declared the winner.
Game variation:
.The game can be played by having two groups face one another. All previous rules prevail.
.Require alternate stroking — forehand, then backhand.

TEACHING HINTS:

.Stress keeping eye on the ball and proper follow through.
.Set up two game situations so that the eliminated players move to the second game site; rationale: they need the practice.

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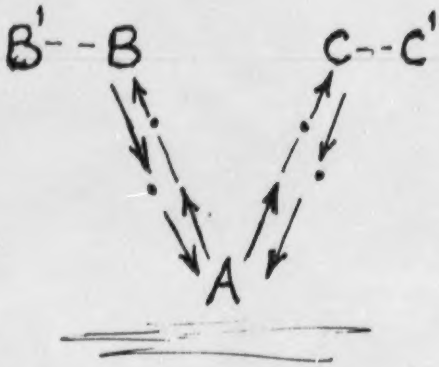
[1] Submitted by: K.Hemme, Luverne School, Luverne, Minnesota.

100. **NAME:** Peripheral Passing Drill.
EQUIPMENT: A variety of balls.
TASK ANALYSIS:
Motor Ability: EHC, EHA
Perceptual Motor: VM
Sports Skills: Basketball
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: AH,MDL
INSTRUCTION: G



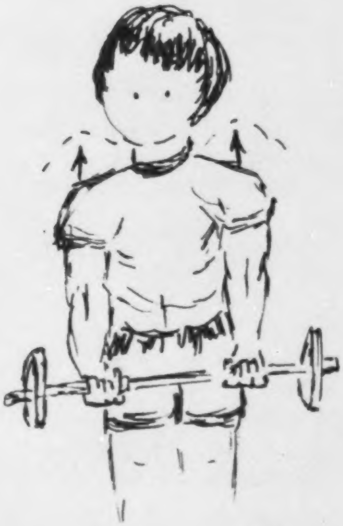
DESCRIPTION: Divide the group into teams of three. Position students in triangle formation. Give each player standing at the apex a ball.

Game procedure:
- .Apex player passes a ball to a teammate, keeping her head motionless and eyes forward.
- .Receivers return the ball to the apex player and move slightly so that they make the base of the triangle wider.

"Turn" terminates when player moves head/eyes, or doesn't pass the ball directly to a teammate.

Variations:
- .Use two-hand bounce, two-hand chest, and one-hand passes.
- .Tap ball back and forth.

TEACHING HINTS:
- .Add the competitive element by having the three players compete to see who has the greatest peripheral vision.
- .To denote improvement, pre-post test students using Driver Education peripheral vision testing instrument.

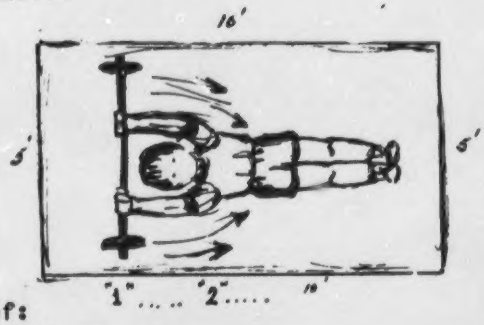


101. **NAME:** Shoulder Shrugs.
EQUIPMENT: Dumbbells, or barbells and weights.
TASK ANALYSIS:
Motor Ability: GBC
Perceptual Motor: TM
Physical Fitness: AS
RECOMMENDED FOR:
Grade Level: 7-9, 10-12.
Handicapping Condition: MR, ND, PA, BP, VH, AH
INSTRUCTION: I, G

DESCRIPTION: Grasp barbell or hold dumbbells at thigh level. (See illustration.) Perform exercise as follows:
- .Inhale and lift weight as high as possible by raising shoulders.
- .Retract shoulders and hold position for five seconds.
- .Exhale and return weight to arm extended position.
- .Repeat for ten repetitions.

TEACHING HINTS:
.Keep arms locked in the extended position.
.Keep body erect throughout the exercise.

102. NAME: Pull-Overs.
EQUIPMENT: Barbells, weights and 5X10' mats.
TASK ANALYSIS:
Motor Ability: GBC
Physical Fitness: AS
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: ND,PA,BP,VH, AH, MDL
INSTRUCTION: I,G
DESCRIPTION: Assume a supine position (on back) on a 5x10' mat, with barbell extended overhead on the floor. Count of:



."1"—Pull barbell slowly overhead to resting position on thighs. (Inhale during this phase.)
."2"—Slowly return barbell to the starting position. (Exhale during this phase of the exercise.)
.Repeat for ten repetitions.

TEACHING HINTS:
.Weight should be such that the task can be performed with the arms in the fully extended position.
.Use overhand grip.
.Increase width of grip to increase task difficulty.

103. NAME: Aerobics Routine.
EQUIPMENT: None.
TASK ANALYSIS:
Motor Ability: GBC, BP
Physical Fitness, F
Sports Skills: Track and field.
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: ND, BP, VH, AH
INSTRUCTION: I,G
DESCRIPTION: The student performs the following exercises sequentially:
.Runs "in place" for 200 counts (each time the left foot strikes the floor is a count).
.Hops on the left foot, 100 repetitions.
.Hops on the right foot, 100 repetitions.
.Jumps and lands on both feet, 50 repetitions.

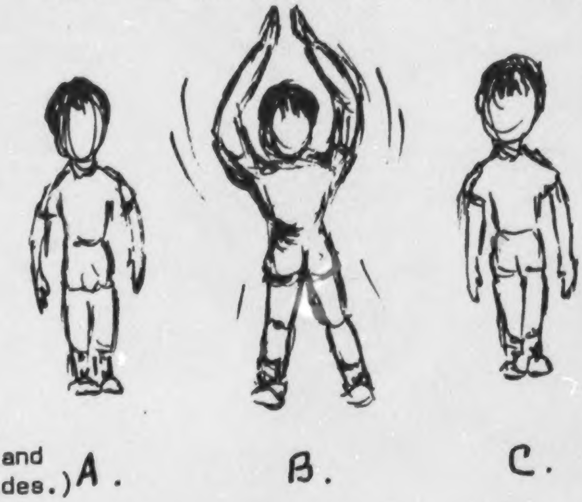
STATION SET-UP

A. Run-in-place	B. Hop: Left Foot
C. Hop: Right Foot	D. Jump-in-place

162

TEACHING HINTS:
- .It may be necessary to reduce the task demands for some students.
- .Stress steady, rhythmical performance of all exercises.
- .As endurance level increases, increase the difficulty level by setting a performance time limit .

BASIC JUMPING JACK POSITIONS



104. **NAME:** Jumping Jack Variations.
EQUIPMENT: None.
Motor Ability: GBC, BPO, EHC, EHA, EFA
Cognition: S,C
Physical Fitness: AS, ELP, E
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: MR, ND, BP, VH, AH, PA
INSTRUCTION: I, G
DESCRIPTION: The student performs the following tasks sequentially:
- .50 side straddle hops—alternately jumping and landing with feet apart and together. (Note: Arms remain at sides.)
- .50 overhead touches—alternately touching hands overhead and at sides. (Note: Legs are motionless.)
- .100 Jumping Jacks—alternately jumping feet apart, hands overhead—feet together, hands at sides.
- .100 staggered Jumping Jacks—alternately jumping feet apart in staggered position, hands overhead—feet together, hands at sides. (Note: Alternate left and right foot forward.)

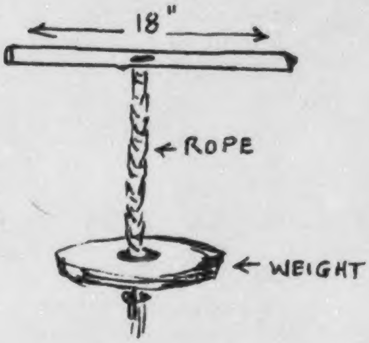
TEACHING HINTS:
- .Stress knee flexion on landing to minimize shock.
- .Have students develop other creative task patterns.
- .Emphasize slow, deep breathing.

105. **NAME:** Rebound and Tapping Drill.
EQUIPMENT: Basketball backboard and basketball.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC,EHA
Perceptual Motor: VM
Physical Fitness: AS, ELP, E
Sports Skills: Basketball
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: ND,BP,AH
INSTRUCTION: I,G
DESCRIPTION: Assume position facing backboard. Drill:
- .Throw basketball against backboard.
- .Jump and tap ball against backboard.
- .Repeat until you miss.

Variations:
.Jump, catch, and toss ball against backboard.
.Jump and tip basketball into basket.

TEACHING HINTS:
.Time your jump so that you tap, tip, or catch the ball at its highest peak.
.Keep class records:
-Highest tipper
-Highest number of consecutive taps
-Most baskets.

106. **NAME:** Wrist Curls.
EQUIPMENT: Weight, length of rope (30"), and wooden dowel.
TASK ANALYSIS:
Motor Ability: EHC Perceptual Motor: VM
Physical Fitness: AS
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: ND
VH, AH, MDL
INSTRUCTION: I,G
DESCRIPTION: Construct the wrist curling device as per the illustration. Exercise procedure:
.Grasp the handle with an overhand grip.
.Hold the wrist curler at shoulder height with arms extended.
.Raise the weight by rotating the handle in a clockwise direction (until the weight touches the handle).
.Lower the weight by rotating the handle in a counter-clockwise direction.
.Repeat for ten complete (up and down) repetitions.



TEACHING HINTS:
.Keep arms extended with elbows locked.
.Vary the task by grasping the handle with an underhand grip.
.Increase weight when ten repetitions can be performed easily.

107. **NAME:** Volleyball Wall Pass.[1]
EQUIPMENT: Volleyball, stop watch, and wall space.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM, TM
Physical Fitness: AS, ELP, E
Sports Skills: Volleyball
RECOMMENDED FOR:
Grade Level: 7-9, 10-12
Handicapping Condition: MR, ND, AH

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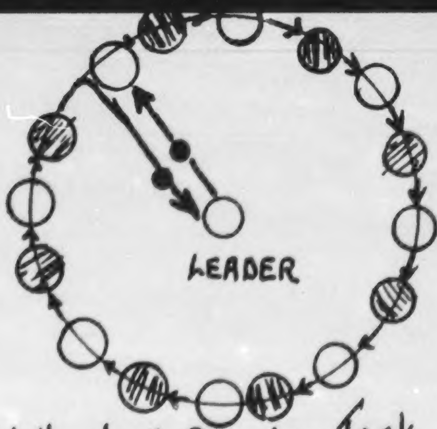
[1] Submitted by: Lorelda Phillips, Gorton Jr.H.S., Warwick, Rhode Island.



Volleyball Passing Task

INSTRUCTION: I.G.

DESCRIPTION: Task procedure for a regular student:

- .Body position: look at bottom of ball; bend arms and reach; keep feet apart, parallel or staggered; keep knees relaxed, ready to bend and spring forward; and contact ball (forehead height) on the cushion area of the fingers.

Task Variations:

- .Into wall: Toss ball high on wall and move hands into tap position; build-up continuous tapping ability (i.e., 3 in a row, 5 in a row, etc.)
- .To self: Toss ball lightly up above head, slightly in front of your body and tap continuously.
- .In circle, 4-8 students: tap ball around circle, recording the number of consecutive taps. (Note: Double tapping by the same person is illegal.) Repeat task when an attempt is terminated.

Task variations for a special student:

- .Toss ball against wall and catch after one bounce.
- .Toss ball against wall and catch with no intervening bounce.

TEACHING HINTS:

- .Assume ball has a clock face and position thumbs at "7" and "5".
- .Caress ball as you would an egg—lightly.

108.NAME: Scatter[1]

EQUIPMENT: Tennis balls (36-40), 4 hoola hoops.

TASK ANALYSIS:

Motor Ability: EHC, EHA

Perceptual Motor: VM

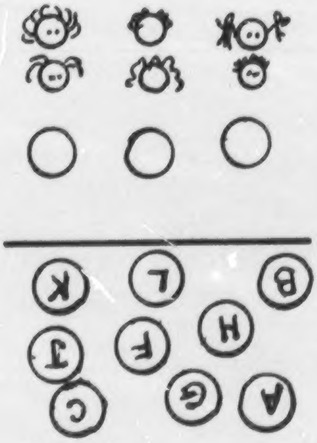
Cognition: S, LA

RECOMMENDED FOR:

Grade Level: K-2

Handicapping Condition: LD, AH

INSTRUCTION: G



DESCRIPTION: Using a marking pen, inscribe a letter on each of the balls. Scatter the balls at one end of the room. Position students behind the hoola hoops at the other end of the room. See illustration.

Game procedure:

- .Each team is given a name or word related to a sport. (Each word should have the same number of letters; for example: hoop, ball, nets.)
- .On command, the first team member for each squad retrieves the first letter of their designated word and places the same in their respective hoop.
- .Repeat until the word is assembled.

TEACHING HINTS:

- .Encourage teams to collaborate regarding proper spelling.
- .Vary the game by having all teams "spell" the same word.
- .Incorporate words that are stressed at that grade level.

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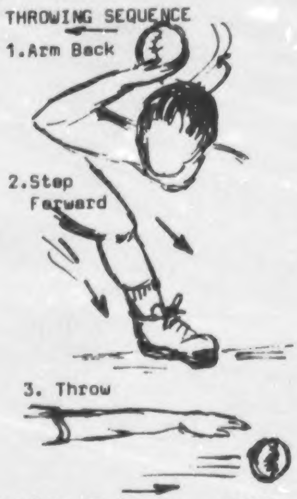
[1] Submitted by: Bob Casey, Harrison School, Livingston, N.J.

109. NAME: Throwing Drill to Correct Poor Stepping Motion.[1]
EQUIPMENT: Bicycle tire or hoop, ball and wall target.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM
Sports Skills: Softball
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: AH
INSTRUCTION: I
DESCRIPTION: Student stands with both feet in the tire/hoop. Stepping pattern:
.Arm is held back in the "ready position."
.Student steps forward with correct foot out of tire/hoop and throws ball at target.
.Student follows through and plants rear leg.
TEACHING HINTS:
.Stepping foot must be planted outside of the hoop before the throwing action is started.
.The follow through action with the rear foot will increase accuracy.
.Constantly stress a fluid stepping-throwing follow through action.

110. NAME: Throwing Drill to Correct Poor Throwing Pattern.[2]
EQUIPMENT: Fleece, yarn, or sponge ball.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EFA
Perceptual Motor: VM
Sports Skills: Softball
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: AH
INSTRUCTION: I
DESCRIPTION: The throwing pattern is broken into three parts:
.Arm is held back in "ready position" (elbow even with ear, palm facing direction of throw.)
.Step forward with foot opposite the throwing arm.



[1,2] Submitted by Ted D'Alessio, Millburn Public Schools, Millburn, New Jersey.

- Arm is brought forward with full extension and wrist snap.

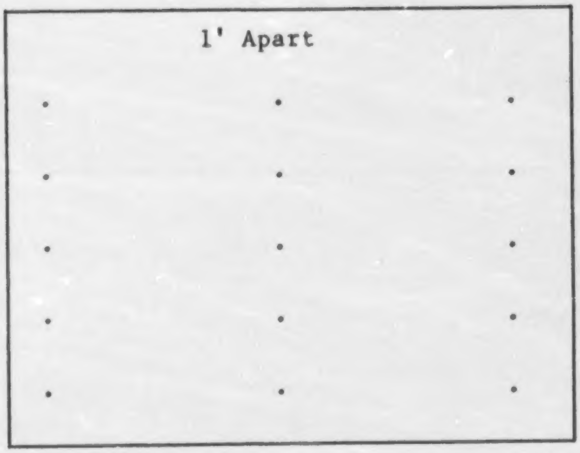
Teaching procedure: The student performs each of the following on teacher command:

- Arm back.
- Step forward.
- Throw.

TEACHING HINTS:

- Initially, have students practice the drill without a ball; rationale: will enable them to better concentrate on the throwing motion.
- Start with a slow throwing cadence; increase the tempo as a more fluid throwing pattern is developed.

PEGBOARD PATTERN



111. NAME: Sequential Pegboard Movement.[1]

EQUIPMENT: Sheet, mat, or oil cloth and pegboard with different colored pegs.

TASK ANALYSIS:

Motor Ability: BPO, EFA, GBC

Perceptual Motor: VM, AM

Cognition: M, CD, S, LA

RECOMMENDED FOR:

Grade Level: Pre-k, K-2

Handicapping Condition: LD,AH

INSTRUCTION: G

DESCRIPTION: Inscribe large black dots (1' apart) on the mat. Select 4-6 children and pin a different color to each of their shirts. Have students randomly select and stand on a dot. Game procedure:

- Teacher calls out directions(e.g., "red" go to the 1st row, 3rd dot; "blue" move to the 3rd row, 4th dot, etc.
- Students move to the designated spots.

Game variations:

- Eliminate verbal commands and place total emphasis on a visuomotor response by holding up a pegboard with a pattern of colored pegs and having students move accordingly.

TEACHING HINTS:

- Give each "color" a series of commands; rationale: will increase attention span and ability to follow directions.
- Use of terms such as "left," "right," "above," and "below" will improve laterality and directionality skills.

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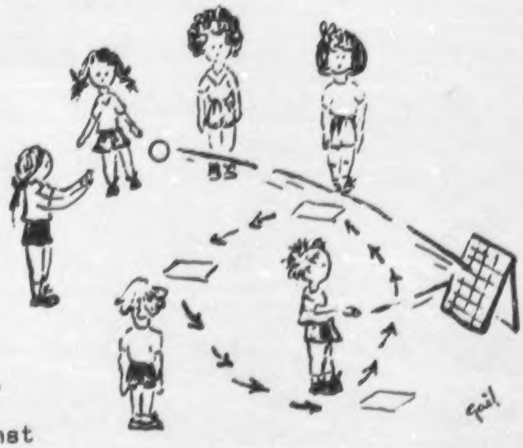
[1] Submitted by: Joyce Wasserman, Lincoln Ovens School, Island Park, New York.

112. NAME: Toss Back Baseball.[1]
EQUIPMENT: Royal Master Toss Back, ball and bases.
TASK ANALYSIS:
Motor Ability: GBC, EHC, EHA, EFA
Perceptual Motor: VM
Sports Skills: Softball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: MR, AH
INSTRUCTION: G



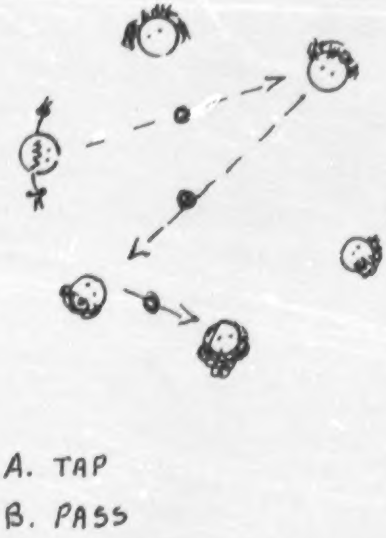
DESCRIPTION: Divide the class into two groups—fielding and batting teams. Baseball-type procedure:

- .Set up the Toss Back to one side of home plate.
- .Position the fielding team. (Eliminate the pitcher.)
- .The "hitter" throws the ball against the rebound net so that it caroms into the playing field and runs the bases.
- .All other game rules are similar to baseball.

TEACHING HINTS:

- .Use a ball which is consistent with the ability level of the students.
- .Eliminating the pitcher lessens the task difficulty as students do not have to track a thrown ball.

113. NAME: Soccer Hot Potato.[2]
EQUIPMENT: Balls and stop watch.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EFA
Perceptual Motor: VM
Sports Skills: Soccer
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: MR, AH
INSTRUCTION: G



DESCRIPTION: Divide class into small groups; set-up circle formations. Game procedure:

- .First student taps the ball to a teammate.
- .Thereafter, each teammate must tap the ball before passing.

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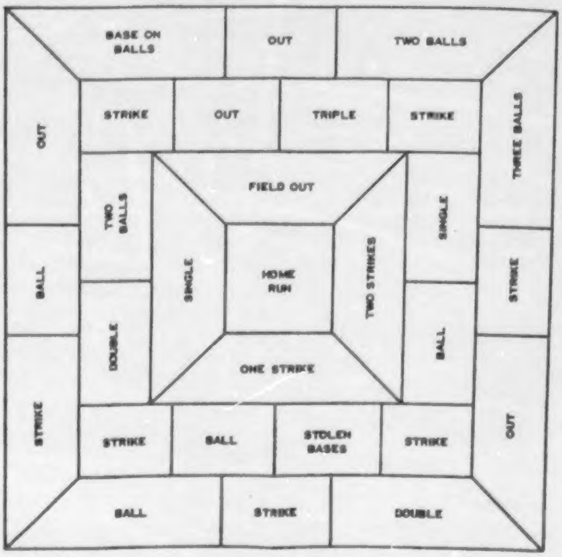
[1] Submitted by: Linda A. Snider, Millbury Public Schools, Millbury, Massachusetts.(Information about Toss Back and other similar products may be obtained by writing to Ken Mahoney, Toss Back, Inc., Dorrance, Kansas 67634.)

[2] Submitted by: Mary Kostka, Hill City School, Hill City, Minnesota.

.Count the number of controlled consecutive passes in 30 seconds.
.If ball leaves the circle, the count starts over.
.The ball may not be tapped to an adjacent teammate.
TEACHING HINTS:
.Stress ball contact, not speed.
.Make the difficulty level easier by increasing the time.
.Make the task more difficult by decreasing the time or setting a score standard.

114. NAME: Beanbag Baseball.[1]
EQUIPMENT: Six beanbags or velcro-wrapped balls; 6'x6' 1/4" plywood sheet placed on floor; and, 6'x6' cardboard (covered with felt).
TASK ANALYSIS:
Motor Ability: EHC, EHA
Perceptual Motor: VM
Cognition: M, LA
Sports Skills: Softball
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: LD, AH, MDL
INSTRUCTION: I, G
DESCRIPTION: Cover both targets as per the illustration. Place plywood target on floor and hang cardboard target on wall.



Game procedure:
.Players stand or sit in wheelchair 15 feet from the target.
.Toss beanbags or velcro balls at target.
.Scoring procedure:
-Toss resting on a line is a "strike."
-Toss landing off the board is an "out."
-Other tosses are recorded as per the information on the target.
.A player's turn terminates when she makes an out.
.Remove all beanbags or velcro balls after each out.
TEACHING HINTS:
.Vary throwing distance according to ability level of the group.
.Have more advanced students "switch hit" (i.e., throw with the non-dominant hand).
.Decrease difficulty level by reducing the number of board categories.

115. NAME: Basketball Flag Tag.[2]
EQUIPMENT: Basketballs or playground balls; and two velcro flags and belt for each student.

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[1] Submitted by Roy Butterfield, Greenway High School, Coleraine, Minnesota.

[2] Submitted by: Frank Iovino, Robbins Lane School, Syosset, New York.

TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM, TM
Physical Fitness: ELP, E
Sports Skills: Basketball
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: MR, ND, AH
INSTRUCTION: G
DESCRIPTION: Each student is given a ball, plus belt and two flags. Upon command, the students are to:

- .Move around the gym dribbling the balls.
- .Simultaneously, they are to attempt to remove flags off of the belts of other dribblers and to avoid having their own flags removed.

Other game rules:

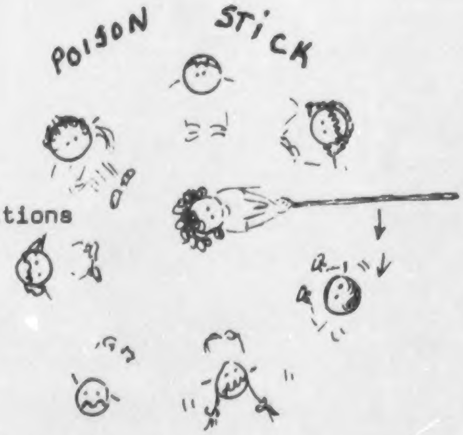
- .A player having both flags removed may continue playing by removing other students' flags while dribbling in a stationary position.
- .Students retaining their flags at the end of a time period are declared the winners.

TEACHING HINTS:

- .Watch for violations--running with ball, pushing, etc.
- .Restrict the dribbling area to make the task more difficult.
- .Have students dribble with the non-dominant hand.

116. NAME: Poison Stick.[1]
EQUIPMENT: Bamboo pole (8' to 12' long).
TASK ANALYSIS:
Motor Ability: GBC, BPO, EFA
Perceptual Motor: VM
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: ND,AH
INSTRUCTION: G
DESCRIPTION: Have students assume positions in circle formation. The teacher assumes position in the center of the circle such that the bamboo pole extends beyond the children's feet.
Activity procedure:

- .Move pole slowly around the circle.



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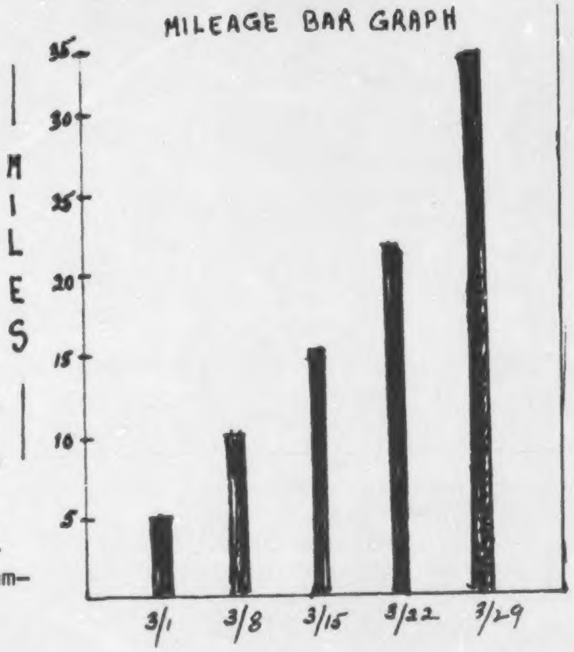
[1] Submitted by: Lee Jeans, Robbins Land School, Syosset, New York.

.Children are to jump over the pole.
.If touched by the pole, a student is "poisoned and out."
Variation:
-Set-up one or two more stations.
-Students who are eliminated are to move to the new stations.
-Rationale: All students will be kept involved.

TEACHING HINTS:
.Make at least one circle with the pole before it becomes poisoned.
.As the number in the circle decreases, change pole direction and increase the speed.
.Have children always face the rotating pole and jump with two feet together.



117. NAME: Run to Anywhere.[1]
EQUIPMENT: None
TASK ANALYSIS:
Perceptual Motor: VM
Cognition: M, S
Physical Fitness: ELP, E
RECOMMENDED FOR:
Grade Level: 3-6, 7-9
Handicapping Condition: LD, ND, AH
INSTRUCTION: G
DESCRIPTION: Pre-activity warm-up exercise:
.Pre-determine a class destination (e.g., Washington, D.C.).
.Have students run laps around the gymnasium for five minutes.
.Compute each individual's daily distance covered by dividing number of laps in a mile into the number of laps completed.
Recording procedure:
.Construct wall bar graph.
.Have students plot their progress daily.
.Award certificates to those students that achieve the goal during the year.

TEACHING HINTS:
.Have students determine the distance of one lap (in feet).
.Have the students use the following formula to compute Daily Distance Run:

One Lap(ft) × No.of Laps Run ÷ 5,280 ft.

.Devise similar motor-cognitive tasks for other exercises (e.g. jump and reach to the top of the Empire State Building).

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[1] Submitted by: Lee Jeans and Frank Iovino, Robbins Lane School, Syosset, New York

118. NAME: "Seven-up."[1]
EQUIPMENT: One ball per student.
TASK ANALYSIS:
Motor Ability: GBC, EHC, EHA
Perceptual Motor: VM
Cognition: M
Sports Skills: Basketball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: MR, AH
INSTRUCTION: G

"REPEAT 7 TIMES...."

DESCRIPTION: Space students around the gymnasium facing a wall surface. Upon command, each student is to:

.Throw ball against the wall and catch. Repeat 7 times and say "7 up."
.Throw ball against wall, let it bounce and catch. Repeat 6 times and say "6 up."
.Dribble ball 5 times and say "5 up."
.Bounce ball, hit with palm of hand against wall, let ball bounce and catch. Repeat 4 times and say "4 up."
.Dribble ball 3 times; lift leg over ball each time and catch. Say "3 up."
.Throw ball against wall, clap hands in front of chest and behind back and catch. Repeat 2 times and say "2 up."
.Throw ball against wall, twirl hands and catch. Say "1 up."

Rules:
.If ball is dropped or missed, the count must start all over.

TEACHING HINTS:
.Form teams to add the competitive element.
.Make the drill more complex by requiring use of one hand, or by adding other sequences.
.Have MRs master each level before advancing to a new skill.

119. NAME: One-Legged Stool Bean Bag Toss.[2]
EQUIPMENT: Single-legged stool, #20 cans and bean bags.
TASK ANALYSIS:
Motor Ability: BPO, EHC, EHA
Perceptual motor: VM
Cognition: CD, M, LA
RECOMMENDED FOR:
Grade Level: K-2
Handicapping Condition: LD, AH, MDL
INSTRUCTION: I

DESCRIPTION: Construct the stool as per the illustration. Child sits and balances on the stool and pitches bean bags

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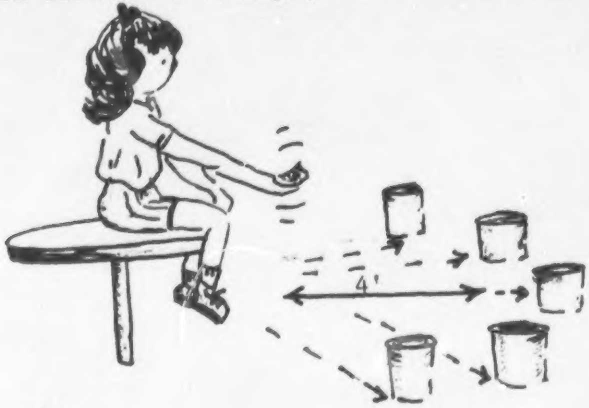
[1] Submitted by: Patricia Balcerzak, School #80, Buffalo, New York.

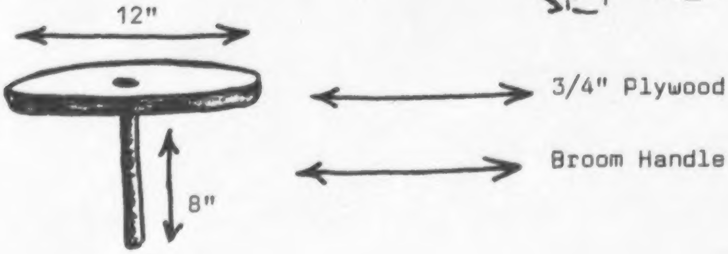
[2] Submitted by: Richard S. Day, Moore County Scools, Carthage, North Carolina.

underhand into cans arranged in a semi-circle.
.Number of attempts: 15
.Points per attempt: 1 point for each placement of bean bag in can.

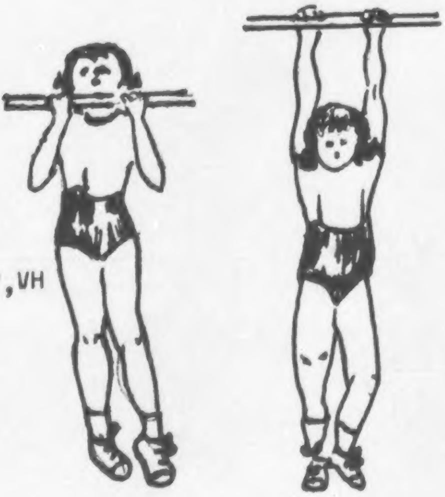
TEACHING HINTS:

.Number the cans and vary the tossing sequence.
.Retain labels on cans and have students identify colors, food types, warning symbols, etc.
.Adjust tossing distance for pre-schoolers, or physically/neurologically impaired or disabled children; criterion: distance which initially insures 30% success.
.After each successful attempt, reinforce with social praise.





120. NAME: Self-Testing: Arm Strength.[1]
EQUIPMENT: Chinning bar, stopwatch.
TASK ANALYSIS:
Physical Fitness: AS
RECOMMENDED FOR:
Grade Level: K-2, 3-6, 7-9, 10-12
Handicapping Condition: ND,PA,AH,MDL,BP,VH
INSTRUCTION I, P
DESCRIPTION: Adjust bar so that the student's feet do not touch the floor. Testing procedure:
.Have the student assume the static arm hang position (overhand grip). (Position should be such that the arms are completely flexed with the chin above the bar.)



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[1] Submitted by: Thomas M.Vodola, Low Physical Vitality: An Individualized Physical Fitness Program (Oakhurst,N.J.: Township of Ocean School District), p.6, 1975.

.Start the stopwatch as the student "hangs for time."

.Stop the stopwatch when the student is hanging with his/her arms fully extended.

.Record the time that elapsed — from start to finish.

TEACHING HINTS:

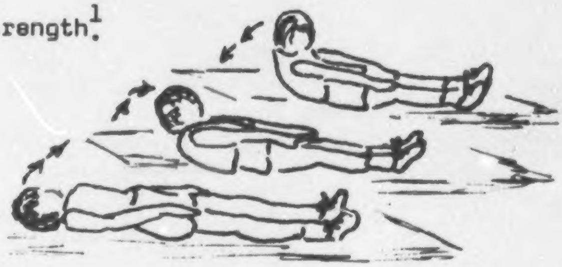
.Assist each student to the starting position. If necessary, have the students step up on a bench or chair to grasp the bar.

.Motivate the student to maintain the flexed arm hang position as long as possible.

.The static arm hang is also an excellent exercise for those students who cannot perform pull-ups.

.Students with extremely weak arm strength can be tested in the extended arm position.

121. NAME: Self-Testing: Abdominal Strength.[1]



EQUIPMENT: Mats, stopwatch.

TASK ANALYSIS:

Physical Fitness: Ab.S

RECOMMENDED FOR:

Grade Level: K-2,7-6,6-9,10-12.

Handicapping Condition: ND,PA,BP, VH,AH,MDL

INSTRUCTION: P

DESCRIPTION: Pair students. One student assumes a supine position on mat with his/her hands resting on the thighs. Partner assumes a kneeling position adjacent to the performer with his/her arm extended across both knee caps. Performer executes modified sit-ups for a maximum of two minutes as follows:

.Moves head/shoulders forward and slides extended arms forward until fingertips touch the knee caps or partner's extended arm.

.Returns to the supine position.

Teacher responsibilities:

.Move around the class, reinforce proper technique, and make corrections where necessary.

.Keep a record of all performance scores.

TEACHING HINTS

.Correct performance implies the student:
- Performs the task in a steady rhythm.
- Bends body forward.
- Keeps arms extended and in contact with his/her thighs throughout the exercise.
- Does not rise beyond a 30° angle (between back and floor).

.Suggestion: Those students who perform 100 modified sit-ups be advanced to the performance of flexed knee sit-ups; rationale: increase difficulty level and decrease testing time.

122. NAME: Self-Testing: Explosive Leg Power.

EQUIPMENT: Shoe polish, or plastic tape and chalk.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EHC

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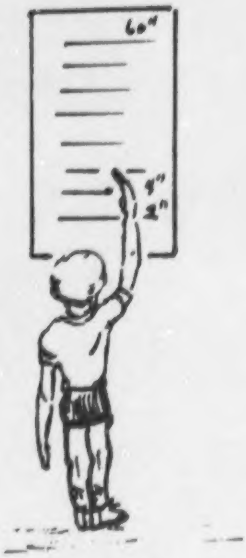
[1] Submitted by: Ibid.



Perceptual Motor: VM, TM
Physical Fitness: ELP
Cognition: M

RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: LD, ND, PA, BP, AH

INSTRUCTION: I, P

DESCRIPTION: Construct a grid on a blank wall. Place 1" intervals on the grid. (See illustration.) Self-testing procedure:

.Student grasps a two-inch piece of chalk in her dominant hand, faces the grid, extends both hands and arms upward (keeping feet flat on the floor), and makes a mark with the chalk.

.Student assumes a crouched position, with the body at a right angle to the grid. (Note: dominant hand should be closest to the grid.)

.Student jumps, extends arms upward, and places chalk mark on grid (when she attains the greatest height).

.Student repeats the task three times.

.Student subtracts standing reach score from highest jumping score and records the difference in inches.

TEACHING HINTS:

.Standardize the length of chalk used to minimize testing error.

.Discourage students from standing too close to the wall as the position will impede the jump.

123. NAME: Self-testing: Cardiorespiratory Endurance.

EQUIPMENT: Gymnasium bleachers, stall bar, or other type bench, and stopwatch.

TASK ANALYSIS:

Motor Ability: GBC, BBO, EFA
Perceptual Motor: VM
Physical Fitness: ELP, E
Cognition: M, S

RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: LD, ND, PA, BP, AH

INSTRUCTION: I, P, G

PULSE RATE EXAMPLE

PULSE RATE — RESTING PULSE
90 — 70 =
RECOVERY INDEX
20

DESCRIPTION: Procedure for performing the modified step test:

1. Sit and remain motionless for 10 minutes.
2. Check your pulse rate for 30 seconds by placing your index finger on one hand on inner part of opposite wrist.
3. Multiply your pulse score by 4; this is your Two-Minute Resting Pulse Rate.
4. Perform the two-minute step test as follows:

-Face the bleachers.
-Count of "1," step up with right foot.
-Count of "2," step up with left foot.
-Count of "3," step down with right foot.
-Count of "4," step down with left foot.

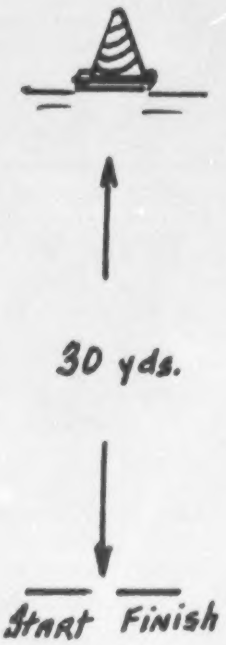
5. Repeat the task for two minutes; the cadence: 30 4-count repetitions per minute.
6. Rest (completely motionless) for two minutes and recheck pulse rate. This is your PULSE RATE AFTER EXERCISE.
7. Compute your RECOVERY INDEX by subtracting your RESTING PULSE RATE from your PULSE RATE AFTER EXERCISE.

TEACHING HINTS

.Use a wall clock (with second hand), or a stop watch to time repetitions; guidelines: 8 repetitions should be performed in 15 seconds, 15 reps in 30 seconds, 23 reps in 45 seconds and 30 reps in 60 seconds.
.Strive for a RECOVERY INDEX of "0;" the score reflects perfect cardiorespiratory endurance.

124. **NAME:** Self-testing: Cardiorespiratory Endurance Alternative.
EQUIPMENT: Cone or floor marking and stop watch.
TASK ANALYSIS:
Motor Ability: BPO, EFA, GBC
Perceptual Motor: VM
Physical Fitness: ELP, E
Cognition: M
Sports Skills: Track & Field
RECOMMENDED FOR:
Grade Level: K-2, 3-6, 7-9, 10-12
Handicapping Condition: MR, ND, BP, AH
INSTRUCTION: I, P, G

DESCRIPTION: The task requires the student to complete four laps as quickly as possible;
The procedure:
.Hops up to cone and back on right foot.
.Hops up to cone and back on left foot.
.Jumps (both feet) up to cone and back.
.Runs up to cone and back.
Teacher responsibilities:
.Start student.
.Time the endurance run.
.Record score in seconds.
Alternative:
.Set-up and activate two or three stations.
.Pair students and have them time one another.



TEACHING HINTS:
.Have students practice slowly at first to build up stamina.
.Initially, stress the importance of completing four laps.
.Self-testing alternative: Time the students for each of the four locomotor skills; rationale: enhanced opportunity for slower students to excell in one or more categories.

125. NAME: Self-Testing: Gross Body Coordination.

EQUIPMENT: Shoe polish and basketball.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EHC, EHA, EFA

Perceptual Motor: VM

Physical Fitness: ELP, E

Sports skills: Basketball

RECOMMENDED FOR: I, P

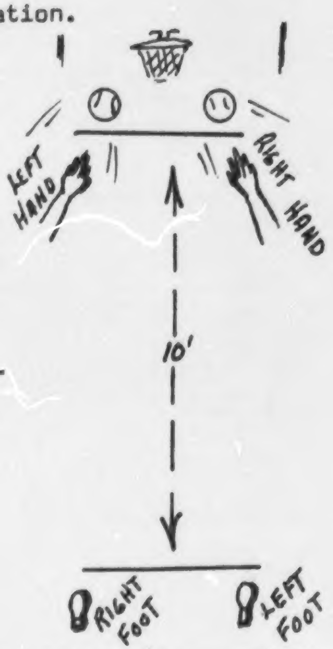
Grade Level: 3-6, 7-9, 10-12

Handicapping Condition: ND, PA, BP,AH

INSTRUCTION:

DESCRIPTION: Student stands facing the wall (approximately 3' away) and on command:

- .Steps with his left foot (toward the wall).
- .Shoots a right-handed lay-up shot.
- .Catches or retrieves the ball.
- .Steps with his right foot.
- .Shoots a left-handed lay-up shot.
- .Repeats for 1 - minute.



Scoring procedure:

- .Award 1 point for each correct bilateral action (i.e., step left and shoot right or vice versa) which results in the ball touching or going over the 10' line.
- .Record the total points scored in 1 - minute.

TEACHING HINTS:

- .Encourage the use of 2 hands in carrying the ball back for a lay-up shot.
- .Repeat the count if the task is performed incorrectly.
- .Use a smaller ball for the lower grades.
- .Use partners (one performs and one scores) for the upper grades.

126. NAME: Self-Testing: Balance and Postural Orientation.

EQUIPMENT: Shoe polish.

TASK ANALYSIS:

Motor Ability: GBC, BPO, EFA

Perceptual motor: VM

Physical Fitness: ELP

RECOMMENDED FOR:

Grade Level: K-2, 3-6

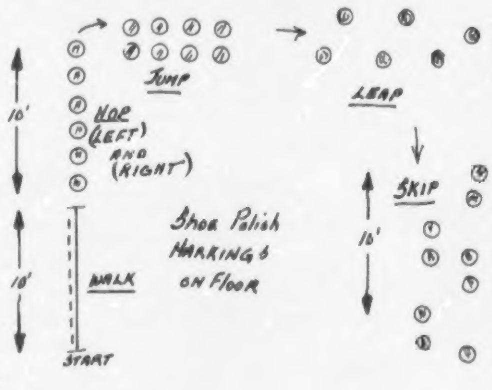
Handicapping Condition: ND, BP,AH

INSTRUCTION: P

DESCRIPTION: "Pair" students: one student performs; the partner scores.

Procedure:

- .Walk straight line, heel-toe action; points:task mastery - 2,walk on line - 1, walk off line at any point - 0
- .Hop right foot (5') and left foot (5'); points: task mastery - 2, intermittent loss of balance - 1, repeated loss of balance - 0.

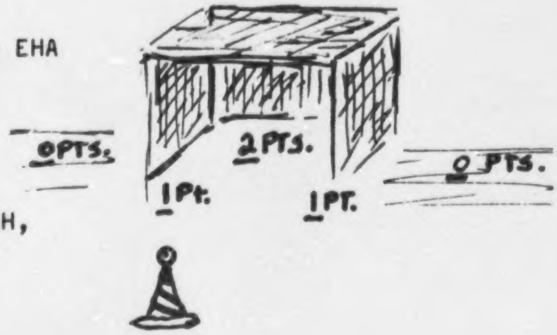


Jump forward. Pause. Repeat 5 times. Points: task mastery - 2, loss of balance 1 time - 1, loss of balance 2 or more times - 0.
.Alternately leap left to right foot and right to left foot. Pause in between each leap. Points: task mastery - 2, loss of balance 1 time - 1, loss of balance 2 or more times - 0.
.Skip 10 feet; points: task mastery - 2, intermittent skip and gallop - 1, no semblence of leap - hop - 0.
.Total maximum points: 10
TEACHING HINTS:
.Demonstrate correct and incorrect performance of all tasks.
.Eliminate floor markings (shee polish) to increase task difficulty.
.Devise more complex self-tasks for the advanced performers.

127. NAME: Self-testing: Eye-hand Coordination.
EQUIPMENT: Batting tee, whiffle ball bat and softball size whiffle ball. (Batting cage is optional.)
TASK ANALYSIS:
Motor Ability: GBB, BPO, EHC, EHA
Perceptual Motor: VM
Cogntion: M
Sports skills: softball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: MR, AH, MDL
INSTRUCTION: I,G
DESCRIPTION: Self-testing procedure:

.Student is given 10 batting attempts—5 swings right-handed and 5 swings left-handed.
.Award "2" points when the ball is "cleanly" batted off the tee.
.Award "1" point if the bat strikes the ball and the tee.
.Award "0" points of the ball is completely missed.
.Record the total points awarded for the 10 attempts.
TEACHING HINTS:
.Swing level and keep your eye on the ball.
.Have advanced group take the self-test using a whiffleball the size of a baseball.

128. NAME: Self-Tusting: Eye-hand Accuracy.
EQUIPMENT: Batting tee, whiffle ball bat, softball size whiffle ball and batting cage.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA
Perceptual Motor: VM
Cognition: M
Sports skills: Softball
RECOMMENDED FOR:
Grade Level: 3-6
Handicapping Condition: MR, AH, MDL



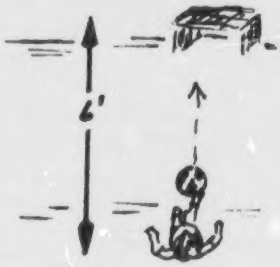
INSTRUCTION: I, G
DESCRIPTION: Self-testing procedure:

- Student is given 10 batting attempts — 5 swings right-handed and 5 swings left-handed.
- He/she is to attempt to bat the ball into the cage which is placed 6 feet away from the batting tee.
- Award "2" points when the ball enters the cage without touching the side of the cage, or the floor.
- Award "1" point if the ball strikes any part of the cage's supporting structure and lands outside of the cage perimeter.
- Award "0" points if the ball is completely missed, or strikes the floor before reaching the cage.
- Record the total points awarded for the 10 attempts.

TEACHING HINTS:

- Stress the importance of a smooth, accurate swing.
- For the advanced student, increase the batting distance to 12 feet and decrease the size of the whiffleball.

129. **NAME:** Self-testing: Eye-foot Accuracy.
EQUIPMENT: Playground ball, batting cage and a rubber quoit.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EFA
Perceptual Motor: VM
Cognition: M
Sports skills: Soccer
RECOMMENDED FOR: INSTRUCTION: I,G
Grade Level: 3-6
Handicapping Condition: MR, AH



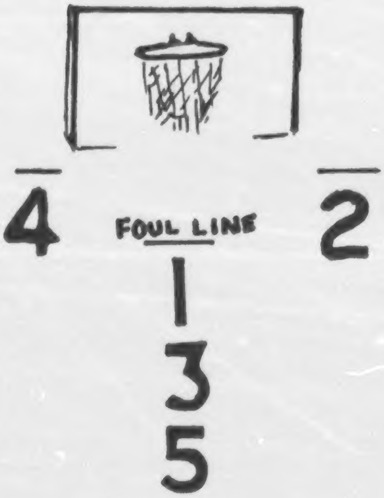
DESCRIPTION: Place the ball on the quoit, positioned 6 feet from the cage entrance. Self-testing procedure:

- Student is given 10 kicking attempts (5 right-footed and 5 left-footed).
- Award "2" points when the ball enters the cage without touching the sides or the floor.
- Award "1" point if the ball strikes any part of the cage's supporting structure and lands outside of its perimeter.
- Award "0" points if the ball is completely missed or strikes the floor before reaching the cage.

TEACHING HINTS:

- Stress kicking with the instep to maximize accuracy.
- When a student scores 18-20 points, advance him/her to Level II, that is, kicking from a distance of 12'.

130. **NAME:** Self-testing: Shooting.
EQUIPMENT: Basketball and basketball basket, backboard and stopwatch.
TASK ANALYSIS:
Motor Ability: GBC, BPO, EHC, EHA, EFA
Perceptual Motor: VM
Physical Fitness: ELP, E
Cognition: M
Sports skills: Basketball



RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: MR, ND, AH
INSTRUCTION: I
DESCRIPTION: Given one minute, the student is to:

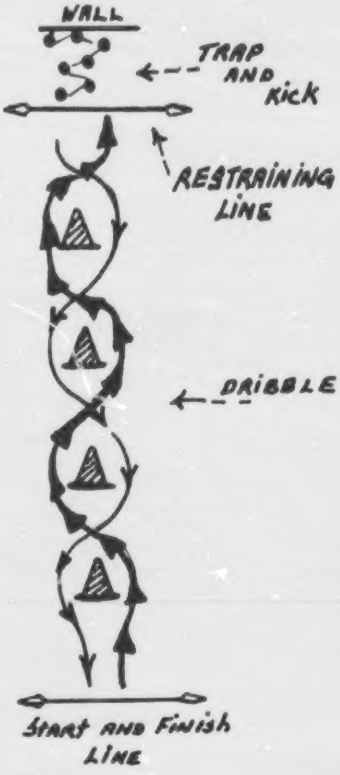
- .Stand behind the foul line and take a right-handed set or jump shot (one attempt).
- .Retrieve the ball, go to the right of the basket and shoot a right-handed lay-up shot (one attempt).
- .Retrieve the ball, go to the foul line and take a left-handed set or jump shot (on attempts).
- .Retrieve the ball, go to the left of the basket and shoot a left-handed lay-up shot (one attempt).
- .Repeat the test for one minute.
- .Scoring procedure: award 2 points for each successful foul shot and 1 point for each successful lay-up shot.
- .Record the total points accumulated in one minute.

TEACHING HINTS:

- .Stress the importance of slow, deliberate performance as haste makes waste. (For example, the time wasted chasing an errant ball detracts from the one minute and thus reduces scoring potential.)
- .You may add an additional scoring criterion — proper execution of the shooting skill.

131. NAME: Self-testing: Soccer Dribble.
EQUIPMENT: Soccer ball, cones, and stopwatch.
TASK ANALYSIS:
Motor Ability: BPO, EFA
Perceptual Motor: VM
Physical Fitness: ELP, E
Sports skills: Soccer
RECOMMENDED FOR:
Grade Level: 3-6, 7-9, 10-12
Handicapping Condition: ND, AH
INSTRUCTION: I
DESCRIPTION: The student is to perform the following self-test for two repetitions:

- .Stand behind the starting line and on command:
  - -Dribble up to the far restraining line by weaving in and out of the cones.
  - -Trap (stop) the ball at the far restraining line.
  - -Instep kick the ball (right foot) against the wall.
  - -Trap (stop) the ball and dribble (figure-8 pattern) to the finish line.



-Repeat the drill for a second repetition, using a left-footed instep kick against the wall.

Scoring procedure:

-To total time, add one second for each irregularity such as failing to go around a cone, going beyond the far restraining line, or using hands to trap the ball.

TEACHING HINTS

.Vary all distances in accordance with the ability level of the group and the size of the facilities.

.Stress the importance of a short dribbling pattern to maintain ball control.

132. NAME: Wheelchair Obstacle Course.[1]

EQUIPMENT: Cones, shoe polish, and stop watch.

TASK ANALYSIS:

Motor Ability: EHC, EHA

Perceptual Motor: VM

Physical Fitness: AS, E

RECOMMENDED FOR:

Grade Level: 3-6, 7-9, 10-12

Handicapping Condition: MDL

INSTRUCTION: I

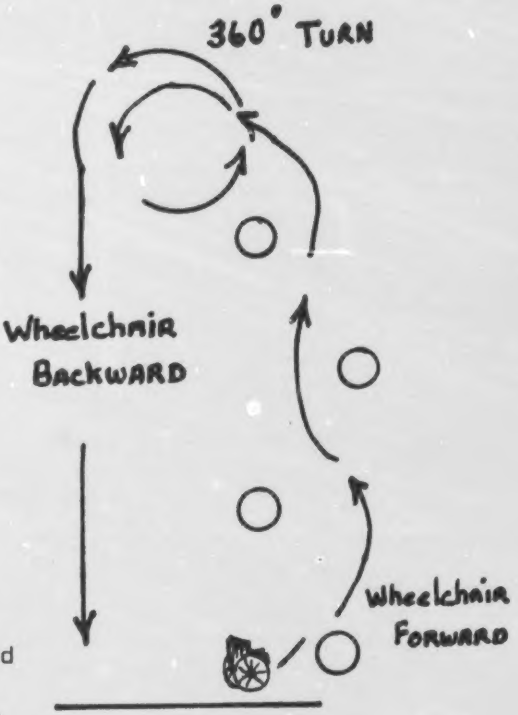
DESCRIPTION: Student in wheelchair assumes "ready position" at the starting line.

Upon command, he/she:

.Propels wheelchair in and out of the cones.

.Makes a 360° turn around the final cone.

.Propels the wheelchair backward across the finish line.



Teacher responsibilities:

.Check chair safety (i.e., brakes and strap for restraint/falling out).

.Prepare a chart and plot daily performance time.

.Change task when acceptable performance is reached.

TEACHING HINTS

.Explain purposes for the task.

.Preface task with two-minute warm-up activities for the upper body.

133. NAME: Reverse Sit-ups.

EQUIPMENT: 5 X 10' Mats.

TASK ANALYSIS:

Motor Ability: BPO

Physical Fitness: Ab.S

RECOMMENDED FOR:

Grade Level: K-2, 3-6, 7-9, 10-12

INSTRUCTION: I,P,G

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[1] Submitted by: Linda V.Hennessey, Monsignor Mathew Clarke School, Wakefield, Rhode Island.

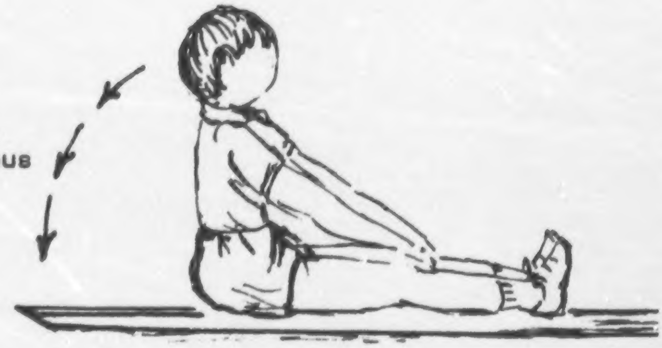
Handicapping Condition: ND,VH, MDL

DESCRIPTION: Sit on mat with body upright and legs extended. Perform exercise by slowly leaning backward and gradually lowering body until the back is flat on the floor. The teacher:

- .Records starting/termination times.
- .Motivates the student to hold various descent positions.

TEACHING HINTS:

- .Excellent task for students who have difficulty performing regular sit-ups.
- .Have students vary arm position to increase/decrease exercise difficulty.
- .Record all student times to determine "achievement" champion and "improvement champion.



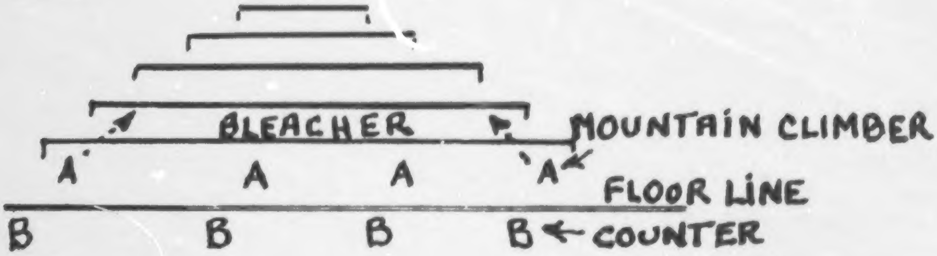
Reverse Sit-ups

134. NAME: Mountain Climber

EQUIPMENT: Gymnasium Bleachers

TASK ANALYSIS:

Motor Ability: BPO, EFA



Perceptual Motor: VM

Cognition: S, M

Physical Fitness: ELP, E

RECOMMENDED FOR:

Grade Level: 7-9, 10-12

Instruction: P,G

DESCRIPTION: Pull out one section of the bleachers. "Pair" students: one partner performs the stepping exercise, the other counts. ple. Exercise procedure:

- .Step up on bleacher with right foot (1).
- .Step up with left foot (2).
- .Down with right foot (3).
- .Down with left foot (4).
- .Repeat for two minutes — 30 four-counts per minute.
- .Partners reverse their roles and repeat.

TEACHING HINTS:

- .Stress correct performance and proper stepping cadence (i.e., 8 repetitions in 15 seconds, 15 repetitions in 30 seconds, 23 repetitions in 45 seconds and 30 repetitions in 60 seconds).

.Use second hand on wall clock to keep rhythm.

.On a daily basis, have students check and record their pulse rate (two minutes after performing the excarcise). Have them plot a grid and analyze the results.

Scope and Sequenced Tasks and Activities

Task analysis provides one with information relative to the values which may be derived from the student experiences provided. However, as teachers, we must further analyze the tasks to answer other questions. Is the task difficulty level compatible with the learner's capability? If not, how can I sequentially structure a series of experiences to ensure task mastery? Further, can I design a sequence which is challenging to all ability levels? These are the questions that you have to answer before you prescribe activities effectively.

"Scope and sequencing" may not answer all of the questions, but I can assure you that said analysis experiences will make you a more effective prescriptive teacher. I urge you to apply the technique. Observe the performance of your students. Compare their progress with that of students who are not exposed to "scope and sequenced" activities. I'd be very interested in your findings.

Many of my colleagues in the field have been experimenting with the prescriptive strategy. Herewith presented is a sample of their efforts. To effectively use the activities, I suggest you:

1. Identify a student's needs, strengths, or interests.
2. Review each sequenced task and match the appropriate one or more with your diagnosis.
3. Identify the student's entry level (i.e., that level at which success is assured).
4. Have the student start and remain at that level until the skill or discrete act is mastered.
5. Have the student proceed to the next higher level.

1. Exercise or Activity: Sit-ups

Level I: Raise head off floor.
Level II: Raise right or left shoulder off floor.
Level III: Raise head and both shoulders off floor.
Level IV: Perform sit-up with assistance.
Level V: Perform modified sit-up (i.e., palms resting on thighs, sit-up and touch knee caps).
Level VI: Perform sit-up, with arms folded and resting on chest.
Level VII: Perform sit-up, with knees flexed and hands clasped behind head.
Level VIII: Perform VEE sit-up (i.e., raise legs and upper torso simultaneously and touch extended hands to toes while balancing on the gluteals).

2. Exercise or Activity: Rope Jumping [1]

Level I: Hold doubled rope in both hands and swing at sides as rope touches the floor.
Level II: Repeat using doubled rope and jump both feet together when rope hits floor.
Level III: Repeat #1, holding rope in right hand (no jumping).
Level IV: Repeat #1, holding rope in left hand (no jumping).
Level V: Swing doubled rope at right side; jump each time the rope hits the floor.
Level VI: Swing doubled rope at left side; jump each time the rope hits floor.
Level VII: Open rope to full length. Hold ends and swing back and forth. (Rope does not go overhead.)
Level VIII: Stand behind student and both hold rope and swing overhead to front.
Level IX: Stand behind student and both hold rope and turn together. Culminate by jumping over rope.
Level X: Student holds rope by self and turns, using mainly wrist action. Task accomplished if rope goes over head and under feet.

3. Exercise or Activity: Cable Jump [2]

Level I: Run in place, hands touch knees.
Level II: Jump in place, hands touch knees.
Level III: Jump in and out of a hoop (forward/backward).
Level IV: Jump rope to and fro at floor level.
Level V: Raise level of rope to ankle level.
Level VI: Raise level of rope to knee level.
Level VII: Perform cable jump, using extra wide grip.
Level VIII: Perform cable jump, using 4' grip.
Level IX: Perform cable jump, using 3' grip.
Level X: Perform cable jump, using 2'6" grip.
Level XI: Perform cable jump, using 2' grip.

4. Exercise or Activity: Push-ups [3]

Level I: Push away from wall, arms extended.
Level II: Push away from wall, bent arm press.
Level III: Supine position: Lift head and trunk off floor, using arms.
Level IV: Kneeling position: Touch chin and chest to floor and press back to kneeling position.
Level V: Regular push-up position: Lift arms alternately.
Level VI: Regular push-up position: Half push-up.
Level VII: Regular push-up position: Full push-up.
Level VIII: Regular push-up position: Clap hands between push-ups.
Level IX: Regular push-up position: One-arm push-up.
Level X: Extended prone position (hands in front of head): Full push-up.

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[1] Submitted by: Dave Amos, Gemmell Resource Centre, Sudbury, Ontario, Canada.

[2,3] Submitted by: Mike Fox, Lockerby School, Sudbury, Ontario, Canada.

5. Exercise or Activity: Running[1]

Level I: Instructor stands behind student, grasps student's elbows and guides into quick walking pace.
Level II: Repeat above, but instructor grasps elbows from the front of the student.
Level III: Place rope or towel around the child and pull to force a quicker pace.
Level IV: Repeat above, using a hoop to quicken the pace.
Level V: Grasp both of the child's hands and guide into a slow running speed.
Level VI: Repeat above, grasping only one hand of the child.
Level VII: Standing to the side of the child, hold one elbow and assist in increasing speed.
Level VIII: Child runs independently for 50'.
Level IX: Child runs 50' in 10 seconds.

6. Exercise or Activity: Standing Long Jump[2]

Level I: Raise heels off floor.
Level II: Flex knees.
Level III: Make short jumps without arm movement.
Level IV: Introduce arm swing.
Level V: Jump by flexing knees and swinging arms.
Level VI: Introduce forward lean.
Level VII: Perform jump — lean forward and extend legs and feet.
Level VIII: Perform complete standing long jump (i.e., flexed knee, arm swing, forward lean and reaching forward.

7. Exercise or Activity: Overhead Throw[3]

Level I: Grasp ball in correct hand.
Level II: Perform arm movement — back,up and forward release.
Level III: Introduce step with opposite foot.
Level IV: Coordinate arm movement with step and release.
Level V: Introduce follow through after release.
Level VI: Introduce body rotation as throw is executed.
Level VII: Perform complete activity.

8. Exercise or Activity: Jumping[4]

Level I: Stand on tip toes; reach up with arms.
Level II: Up on tip toes; down on seles of feet.
Level III: Bounce; standing,on toes, body relaxed.
Level IV: Squat: practice knee bends.
Level V: From squat: stand, bring arms up.
Level VI: From squat: stand, tip toes.
Level VII: Bend knees (semi-squat) and pop up.
Level VIII: Squat and pop up, using arm swing.
Level IX: Squat and jump up, using arm swing.
Level X: Squat, jump up, land with knees flexed to absorb shock.

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[1] Submitted by: Dave Hill, Gremmell Resource Centre, Sudbury Ontario, Canada.

[2,3] Submitted by:Dale Hillstrom, District 118, Remer, Minnesota.

[4,] Submitted by Audrey Moede, I.S.D.# 317, Deer River, Minnesota.

9. Exercise or Activity: Tennis Forehand[1]

Level I: Mimetic arm swing with straight arm.

Level II: Drop ball; hit against wall, using hand.

Level III: Partner bounces ball to player who hits with open hand.

Level IV: Partner throws ball to player who hits with open hand.

Level V: Using short paddle racquet, player drops ball and hits against wall.

Level VI: Using short paddle racquet, player hits bounced ball with control.

Level VII: Using short paddle racquet, player hits thrown ball with control.

Level VIII: Using regular racquet, player hits bounced ball with control.

Level IX: Using regular racquet, player hits thrown ball with control.

Level X: Partner drop hits ball to player; player hits ball back with control; partner catches ball.

Level XI: Partners drop ball and rally under control.

10. Exercise or Activity: Crawling[2]

Level I: Lift head off floor (from supine position).

Level II: Lift chest off floor.

Level III: Using elbows only, propel body forward or backward.

Level IV: Propel body forward or backward, using arms and legs (without bilateral action).

Level V: Creep forward with bilateral action of arms/legs, but abdomen remains in contact with floor.

Level VI: Crawl forward on hands and knees; without bilateral action.

Level VII; Crawl forward, placing opposing hands and knees on specific spots on floor.

Level VIII: Crawl forward independently, with good bilateral action.

Level IX: Crawl 15 feet in 10 seconds.

11. Exercise or Activity: Catching[3]

Level I: Sit on floor: hand pass a ball back and forth with a partner.

Level II: Sit on floor; stop a rolling ball with two hands.

Level III: Stand: Bounce and catch ball with two hands.

Level IV: Bounce and catch a ball (partners).

Level V: Catch a ball, using body to trap the same.

Level VI: Catch a thrown ball with two hands.

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[1] Submitted by: Mrs. Marion Harbin, Wicket District Secondary, Sudbury, Ontario, Canada.

[2] Submitted by: Dave Hill, Gemmell Resource Centre, Sudbury, Ontario, Canada

[3] Submitted by: Carrie Dowd, Freehold Township School, Freehold, New Jersey.

12. Specific Exercise or Activity: Survival Floating on Back[1]

Level I: Knee deep water: lay on back with arms on bottom; puff out chest.
Level II: Knee deep water: partner support under shoulders.
Level III: Knee deep water: no support; lift arms from bottom.
Level IV: Chest deep water: support, while holding kickboard on tummy.
Level V: Chest deep water: no support; kick legs up to surface.
Level VI: Neck deep water: partner support under shoulders.
Level VII: Neck deep water: support while holding kickboard.
Level VIII: Neck deep water: no support; kick legs up.
Level IX: Neck deep water (or deeper): float unassisted.

13. Exercise or Activity: High Jump (scissors)[2]

Level I: Kick right leg up (stationary), with left arm action.
Level II: Kick left leg up (stationary) with right arm action.
Level III: Kick right leg, then left leg up (using alternate arm action).
Level IV: Kick up over a line on the floor.
Level V: Kick up over a jump rope on the floor.
Level VI: Kick up over a jump rope, raised slightly.
Level VII: Slight run; jump over a raised jump rope.
Level VIII: Extended run; jump over a raised jump rope.
Level IX: Controlled run; scissors jump over varying bar heights.

14. Exercise or Activity: Passing a Volleyball (Forearm)[3]

Level I: Lock forearms and hit a beach ball in the air.
Level II: Repeat Level I, using a volleyball.
Level III: Tosser tosses a beachball; return with forearm pass.
Level IV: Tosser tosses a volleyball; return with a forearm pass.
Level V: Tosser tosses a volleyball from the other side of the net; return with a forearm pass.
Level VI: With partner, forearm pass the ball back and forth over the net.

15. Exercise or Activity: Underhand Serve (Volleyball)[4]

Level I: Two-hand underhand toss over net (close to net).
Level II: One-handed underhand toss over net, using a volleyball.
Level III: More further away from net and repeat Level II.
Level IV: Hold ball in left hand; hit ball over net with right hand.
Level V: Stand sideways and hit ball over net with right hand.
Level VI: Move to serving line and repeat. (Be sure to follow through with right hand.)
Level VII: Practice until you can place 10 consecutive serving over the net.

[1,2] Submitted by: Lori Van Zinderen, Hill City School, Hill City,Mn.

[3,4] Submitted by: Jeanette Jetland, Greenway School, Coleraine, Minnesota.

16. Exercise or Activity: Supine Jumping Jacks[1]

Level I: Swing right leg to side (45°) and return along floor.
Level II: Repeat Level I with left leg.
Level III: Swing both legs to side (45°) and return along floor.
Level IV: Swing right arm to side, shoulder height; return.
Level V: Swing left arm to side, shoulder height; return.
Level VI: Swing both arms to side, shoulder height; return.
Level VII: Swing both arms and legs to side; return.
Level VIII: Perform each level rhythmically to music.

17. Exercise or Activity: Tennis Ball Striking Sequence[2]

Level I: Bounce and catch ball with non-dominant hand.
Level II: Hit ball off palm of non-dominant hand.
Level III: Hit ball of tee with racquet.
Level IV: Bounce and hit ball with racquet.
Level V: Hit tossed ball with racquet (one bounce).
Level VI: Hit ball off wall or rebounder.
Level VII: Hit ball which is tossed over the net.
Level VIII: Hit ball which is hit over the net.

18. Exercise or Activity: Forward Roll[3]

Level I: Assume squat position.
Level II: Place arms between legs.
Level III: Place hands on floor.
Level IV: Point fingers forward.
Level V: Elevate hips.
Level VI: Tuck chin to chest.
Level VII: Push-off with legs.
Level VIII: Land on neck and shoulders.
Level IX: Roll over and grasp shins.
Level X: Pull feet under bottocks and return to squat position.

19. Exercise or Activity: Neck Spring Sequence (Gymnastics).

Level I: Forward roll over a rolled up mat.
Level II: Forward roll over a rolled up mat in a pike position.
Level III: Repeat Level II and whip legs forward to rise to standing position. (Spotters to assist.)
Level IV: Grasp pommels of side horse and execute forward roll in pike position. (Spotters to assist.)
Level V: Practice Level IV, adding leg whip and arch of back. (Spotters to assist.)
Level VI : When Level V has been mastered, perform neck spring from side horse unassisted.

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[1] Submitted by: Barbara Butterworth, Gemmell Resource Centre, Sudbury, Ontario, Canada.

[2] Paul Catino, Sleeping Giant Junior High School, Hamden, Connecticut.

[3] Gregory Freeman, Middlesex School, Middlesex, New Jersey.

20. Exercise or Activity: Basketball Ball - Handling Thinking Drill

Level I: When you've stopped dribbling, look to discern your options.
Level II: If the defensive player gives you plenty of room, take a set or jump shot.
Level III: If the defensive player guards you close, fake to the left or right.
Level IV: If the defensive player "moves" with the fake and the lane is open, drive in for a lay-up shot.
Level V: If the defensive player does not "move" with the fake, pass the ball to an open teammate.
Level VI: Execution of the correct option 10 consecutive times.

SUMMARY REMARKS

There are many strategies one must use, if one desires to develop and initiate an individualized instructional program. Several strategies deal with the human variable — modification of one's teaching role and creating an environment which is conducive to student growth. Equally important, one must also address the non-human variables; examples, the facilities, supplies and equipment which are to be used.

Curriculum, tasks and activities also fall in the latter category. In and of themselves, they are meaningless. The "key" to sound use is to analyze and structure said materials so that they focus on the individual learner. Turner addressed this problem.[1] She developed and installed an individualized sports skills program for her students. (See Appendix D for an outline of her curriculum plan.)

To design your curriculum and activities to meet individual strengths,needs and interests you should:

1. Structure the curriculum so that the focus is on learner outcomes.
2. Include in the curriculum design a category which reflects anticipated behavioral changes.
3. Build in an evaluation plan whereby you report student progress annually.
4. Task analyze all activities used to determine the values derived therefrom. Match appropriate tasks with individual diagnoses and convey this information to the learners.
5. Analyze and sequentially structure all tasks and activities that you use. Use the sequenced materials to determine pupil entry levels and as a means for prescribing tasks and activities which motivate and challenge advanced students.

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[1] Dona C. Turner, Neptune Junior High School, Neptune Township Board of Education, New Jersey.

EPILOGUE

The addition of an Epilogue was an afterthought. My original intent for writing the text was to convince members of my profession that one could realistically individualize and personalize his/her instructional program, regardless of class size. To achieve that goal, I planned to expound upon the diagnostic-prescriptive teaching/learning process, with implications for the teacher and the learner. Finally, goal fruition was to be attained by addressing organization, administration and curriculum — culminating with 150 tasks and activities which would help one to install the process.

In retrospect, I guess I followed my original plan, but three disturbing elements started intervening with my thought processes. For one, a remark a personal colleague of mine repeatedly made came to mind — the role of physical education is to prepare physically educated individuals. The statement is so true! The problem was should I interrelate that remark with my materials? Further, how could I do that without digressing from my original intent.

The second disturbing element was caused by my experiential background. As I addressed a new topic, related memories from bygone days flooded before me. The impressions were so strong that I was compelled to cite one example after another. I sincerely hope that those digressions did not detract from my original intent.

Finally, I tend to use the theory of cognitive dissonance to the extent that I irritate some members of my profession. Irritate them to the point where they do not listen to me. I hope the remarks made were not viewed as negativism. My sole intent was to tell you, the reader, that which exists rather than that which one wants to hear.

Now, my conscience is clear. I have finished my task any purged my soul. As to whether or not I have convinced you that physical education can be individualized in all classes, I leave the decision with you. Whether or not I have provided you with sufficient information is also questionable.

Of this I can assure you. Physical education can and will be one of the most important subjects in the school curriculum when members of our profession adopt a student-centered philosophy which nurtures the evolvement of physically educated individuals. Further, I shall do all in my power to assist any teacher who is of a similar conviction.

Thomas M.Vodola, Ed.D.

190

APPENDIX A

TARGET POPULATION: GRADE LEVEL, HANDICAPPING CONDITION AND INSTRUCTIONAL GROUPING

		GRADE LEVEL					HANDICAPPING CONDITION								INSTRUCTION			SUPPLY/EQUIPMENT REQUIREMENTS[1]
Activity #	Page #	Pre-K	K-2	3-6	7-9	10-12	MR	LD	ND	PA	BP	VH	AH	MDL	I	P	G	
1	82	X	X				X		X	X				X	X			3
2	82		X	X			X		X	X				X			X	3
3	83	X	X	X			X		X	X				X	X	X		3
4	84		X	X			X		X		X				X	X		3
5	85		X	X									X	X			X	3
6	85		X	X							X			X	X	X		2
7	86			X			X		X						X	X		3
8	86		X					X						X			X	3
9	87			X			X		X				X				X	3
10	88		X				X						X		X			3
11	88		X	X	X			X				X					X	3
12	89		X	X							X						X	3
13	90			X	X						X		X		X	X		3
14	90		X	X					X				X				X	2
15	91		X					X						X	X			2

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[1] Symbols: "1"—no supply of equipment needs; "2" — minimal needs (e.g., consumable or locally constructed items); and "3" — commercial items needed.

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Activity #	Page #	GRADE LEVEL Pre-K	K-2	3-6	7-9	10-12	HANDICAPPING CONDITION MR	LD	ND	PA	BP	VH	AH	MDL	INSTRUCTION I	P	G	SUPPLY/EQUIPMENT REQUIREMENTS[1]
16	91		X					X	X				X		X	X		2
17	92	X	X					X									X	1
18	93		X				X		X			X			X		X	3
19	94		X					X						X			X	3
20	95		X	X									X	X	X		X	2
21	95	X	X					X	X								X	3
22	96			X							X	X		X	X			2
23	97			X	X	X			X				X		X			3
24	97				X	X	X		X				X	X	X	X		3
25	98			X				X					X	X			X	3
26	99			X			X		X			X					X	3
27	99		X				X		X	X			X		X		X	3
28	100			X				X	X				X		X			2
29	101		X					X	X				X				X	3
30	101			X			X						X	X		X	X	3

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Activity #	Page #	Pre-K	K-2	3-6	7-9	10-12	MR	LD	ND	PA	BP	VH	AH	MDL	I	P	G	
31	102			X	X	X		X	X						X		X	1
32	103			X	X				X				X				X	3
33	103			X									X				X	3
34	104		X					X	X	X							X	2
35	104 a		X	X				X				X		X	X			3
36	105		X					X	X						X			3
37	105			X				X	X				X				X	3
38	106		X					X						X			X	2
39	107			X	X		X		X		X		X		X		X	1
40	107		X					X	X				X		X			3
41	108			X					X	X			X				X	3
42	109			X	X			X	X	X			X		X			3
43	109			X	X	X			X	X		X	X	X	X			3
44	110		X										X		X		X	3
45	111			X	X								X	X			X	3

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Activity #	Page #	Pre-K	K-2	3-6	7-9	10-12	MR	LD	ND	PA	BP	VH	AH	MDL	I	P	G	
46	111				X	X			X				X				X	3
47	112				X	X	X					X			X	X		3
48	113			X	X	X	X						X	X	X			3
49	113		X	X									X	X	X	X	X	3
50	114			X	X	X	X		X								X	3
51	115	X	X					X	X				X		X			2
52	115			X	X		X			X	X	X		X			X	1
53	116		X					X						X	X	X		3
54	117		X	X				X	X	X	X						X	1
55	118		X	X				X	X				X		X	X		2
56	118			X	X	X	X		X				X	X	X	X		2
57	119			X	X				X	X	X		X	X		X		2
58	120			X	X				X				X		X			3
59	120	X	X						X				X	X		X	X	3
60	121			X	X	X			X			X	X	X	X		X	3

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Activity #	Page #	Pre-K	K-2	3-6	7-9	10-12	MR	LD	ND	PA	BP	VH	AH	MDL	I	P	G	
61	121			X				X	X						X			2
62	122	X	X					X						X	X	X		3
63	123		X	X				X					X		X			3
64	124		X	X			X						X	X	X	X		3
65	125			X	X	X	X		X	X	X		X				X	3
66	125		X	X									X	X	X			3
67	126		X	X				X	X	X	X	X					X	1
68	127		X	X	X	X	X		X	X			X				X	2
69	127			X	X	X			X	X			X			X	X	3
70	128		X					X	X				X		X		X	2
71	129		X	X	X	X		X					X	X	X	X		2
72	130		X				X		X	X					X			2
73	130	X	X					X							X		X	2
74	131		X					X	X				X	X	X		X	3
75	132		X	X					X	X	X	X	X	X		X	X	1

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Activity #	Page #	Pre-K	K-2	3-6	7-9	10-12	MR	LD	ND	PA	BP	VH	AH	MDL	I	P	G	
76	132		X	X	X	X			X		X	X	X		X		X	1
77	133			X					X				X				X	3
78	134				X	X			X	X			X		X			3
79	134			X					X	X			X		X		X	2
80	135		X	X									X	X	X			3
81	136		X					X	X				X				X	2
82	136				X	X							X	X			X	3
83	137			X					X				X				X	3
84	138			X	X				X	X			X	X		X	X	3
85	138			X	X	X			X				X		X		X	3
86	139		X				X				X		X	X	X		X	3
87	139		X					X	X				X		X		X	2
88	140			X	X	X	X		X	X		X	X	X	X		X	1
89	140				X	X			X		X	X	X	X	X			3
90	141			X	X	X	X		X		X		X		X		X	3

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Activity #	Page #	Pre-K	K-2	3-6	7-9	10-12	MR	LD	ND	PA	BP	VH	AH	MDL	I	P	G	
91	142		X									X	X	X		X	X	3
92	142		X	X			X						X			X	X	3
93	143		X				X		X				X			X	X	1
94	143		X	X				X	X					X	X	X	X	3
95	144		X					X	X	X							X	3
96	145		X					X	X								X	1
97	146		X					X						X			X	1
98	146			X					X		X		X				X	3
99	147				X	X			X		X		X				X	3
100	148				X	X							X	X			X	3
101	148				X	X	X		X	X	X	X	X		X		X	3
102	149				X	X			X	X	X	X	X	X	X		X	3
103	149			X	X	X			X		X	X	X		X		X	1
104	150			X	X	X	X		X	X	X	X	X		X		X	1
105	150				X	X			X		X		X		X		X	3

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Activity #	Page #	Pre-K	K-2	3-6	7-9	10-12	MR	LD	ND	PA	BP	VH	AH	MDL	I	P	G	
106	151			X	X	X			X			X	X	X	X		X	2
107	151				X	X	X		X				X		X		X	3
108	152		X					X					X				X	3
109	153			X	X		X						X		X			3
110	153			X	X								X		X			2
111	154	X	X					X					X				X	2
112	155			X									X				X	3
113	155			X	X	X							X				X	3
114	156			X	X	X		X					X	X	X		X	3
115	156			X	X		X		X				X				X	3
116	157		X						X				X				X	2
117	158			X				X	X				X				X	1
118	159			X			X						X				X	3
119	159		X					X					X	X	X			3
120	160		X	X	X	X			X	X	X	X	X	X	X	X		3

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APPENDIX A

TARGET POPULATION: GRADE LEVEL, HANDICAPPING CONDITION AND INSTRUCTIONAL GROUPING

		GRADE LEVEL					HANDICAPPING CONDITION								INSTRUCTION			SUPPLY/EQUIPMENT REQUIREMENTS[1]
Activity #	Page #	Pre-K	K-2	3-6	7-9	10-12	MR	LD	ND	PA	BP	VH	AH	MDL	I	P	G	
121	161		X	X	X	X			X	X	X	X	X	X		X		3
122	161			X	X	X		X	X	X	X		X		X	X		3
123	162			X	X	X		X	X	X	X		X		X	X	X	1
124	163		X	X	X	X	X		X		X		X		X	X	X	3
125	164			X	X	X			X	X			X		X		X	3
126	164		X	X					X		X		X			X		2
127	165			X			X						X	X	X		X	3
128	165			X			X						X	X	X		X	3
129	166			X			X						X		X		X	3
130	166			X	X	X	X		X				X		X			3
131	167			X	X	X			X				X		X			3
132	168			X	X	X								X	X			3
133	168		X	X	X	X			X	X		X	X	X	X	X	X	3
134	169				X	X		X	X				X			X	X	3

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[1] Symbols: "1"—no supply of equipment needs; "2" — minimal needs (e.g., consumable or locally constructed items); and "3" — commercial items needed.

APPENDIX B

TASK ANALYSIS: MOTOR, PERCEPTUAL-MOTOR, COGNITION, PHYSICAL FITNESS AND SPORTS SKILLS

		MOTOR ABILITY					PERCEPTUAL-MOTOR				COGNITION						PHYSICAL FITNESS				SPORTS
Activity #	Page #	GBC	BPO	EHC	EHA	EFA	VM	AM	TM	KM	CD	FD	S	M	LA	C	AS	Ab.S.	ELP	E	SKILLS
1	82			X	X		X				X						X				
2	82	X	X	X			X	X									X		X	X	
3	83	X	X	X		X	X	X									X		X		T & F
4	84	X	X	X			X	X											X	X	
5	85			X	X		X														
6	85						X														
7	86	X	X	X	X	X	X	X											X	X	T&F, S
8	86			X			X	X			X										
9	87	X		X	X		X		X										X	X	T & F
10	88	X		X	X		X							X							Sb
11	88		X					X	X	X											
12	89		X				X														V
13	90		X				X														
14	90	X	X			X	X										X				
15	91				X		X				X	X	X	X	X						
16	91	X	X				X				X	X	X	X	X	X			X		
17	92	X	X	X	X	X	X	X		X											

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[1] Sports Skills Symbols: T&F, track and field; S, soccer; Sb, softball; V, volleyball; G, golf; H, hockey; B, basketball; T, tennis; A, archery.

APPENDIX B

TASK ANALYSIS: MOTOR, PERCEPTUAL-MOTOR, COGNITION, PHYSICAL FITNESS AND SPORTS SKILLS

		MOTOR ABILITY					PERCEPTUAL-MOTOR				COGNITION						PHYSICAL FITNESS				SPORTS
Activity #	Page #	GBC	BPO	EHC	EHA	EFA	VM	AM	TM	KM	CD	FD	S	M	LA	C	AS	Ab.S.	ELP	E	SKILLS
18	93	X	X					X					X						X	X	
19	94			X			X	X			X			X	X						
20	95			X	X		X														G, H
21	95	X	X	X			X	X				X							X		
22	96							X													Swimming
23	97	X	X			X	X												X	X	
24	97	X	X	X	X		X												X	X	B
25	98			X	X		X				X	X		X							
26	99	X	X	X	X		X	X												X	B
27	99	X	X	X	X	X	X						X				X		X	X	
28	100	X	X	X		X							X	X			X		X	X	
29	101	X	X	X			X				X		X						X	X	
30	101			X	X		X							X							Sb
31	102	X	X				X	X					X						X	X	
32	103			X	X		X													X	B
33	103		X	X	X		X														V
34	104	X	X				X	X				X	X				X	X	X	X	

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[1] Sports Skills Symbols: T&F, track and field; S, soccer; Sb, softball; V, volleyball; G, golf; H, hockey; B, basketball; T, tennis; A, archery.

APPENDIX B

TASK ANALYSIS: MOTOR, PERCEPTUAL-MOTOR, COGNITION, PHYSICAL FITNESS AND SPORTS SKILLS

		MOTOR ABILITY					PERCEPTUAL-MOTOR				COGNITION						PHYSICAL FITNESS				SPORTS
Activity #	Page #	GBC	BPO	EHC	EHA	EFA	VM	AM	TM	KM	CD	FD	S	M	LA	C	AS	Ab.S.	ELP	E	SKILLS[1]
35	104 a	X	X	X			X	X	X	X											
36	105	X	X				X	X			X								X	X	
37	105	X		X	X		X	X						X						X	Sb
38	106			X			X	X				X			X	X					
39	107	X	X			X	X						X						X	X	
40	107	X	X			X	X				X	X	X						X	X	
41	108	X				X	X												X	X	S
42	109	X		X	X		X						X	X					X	X	B
43	109																X				
44	110	X	X	X			X														
45	111	X	X	X	X		X														T
46	111	X	X	X	X		X													X	V
47	112	X		X					X	X							X				A
48	113	X	X	X			X						X								
49	113	X	X	X	X		X														Sb
50	114	X	X				X	X											X	X	
51	115	X	X			X	X					X	X						X	X	

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[1] Sports Skills Symbols: T&F, track and field; S, soccer; Sb, softball; V, volleyball; G, golf; H, hockey; B, basketball; T, tennis; A, archery.

APPENDIX B

TASK ANALYSIS: MOTOR, PERCEPTUAL-MOTOR, COGNITION, PHYSICAL FITNESS AND SPORTS SKILLS

		MOTOR ABILITY					PERCEPTUAL-MOTOR					COGNITION					PHYSICAL FITNESS				SPORTS SKILLS
Activity #	Page #	GBC	BPO	EHC	EHA	EFA	VM	AM	TM	KM	CD	FD	S	M	LA	C	AS	Ab.S.	ELP	E	
52	115	X	X	X				X					X								
53	116			X	X		X	X			X										
54	117	X	X	X	X		X	X						X	X		X	X	X	X	
55	118	X	X			X	X					X	X			X			X		
56	118	X	X	X	X		X	X												X	
57	119	X	X	X	X	X	X										X		X		
58	120	X	X	X	X	X	X												X	X	
59	120	X	X	X	X		X										X				
60	121		X																X		
61	121	X	X	X	X	X	X	X					X	X	X				X	X	
62	122	X	X	X	X		X	X					X	X		X					
63	123	X	X	X	X	X	X						X	X	X						
64	124	X	X	X	X	X	X														
65	125	X	X				X						X				X	X	X	X	T & F
66	125	X	X	X	X	X	X														
67	126	X	X					X							X	X	X	X	X	X	
68	127	X		X	X		X		X										X	X	T & F

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[1] Sports Skills Symbols: T&F, track and field; S, soccer; Sb, softball; V, volleyball; G, golf; H, hockey; B, basketball; T, tennis; A, archery.

APPENDIX B

TASK ANALYSIS: MOTOR, PERCEPTUAL-MOTOR, COGNITION, PHYSICAL FITNESS AND SPORTS SKILLS

		MOTOR ABILITY					PERCEPTUAL-MOTOR				COGNITION						PHYSICAL FITNESS				
Activity #	Page #	GBC	BPO	EHC	EHA	EFA	VM	AM	TM	KM	CD	FD	S	M	LA	C	AS	Ab.S.	ELP	E	SPORTS SKILLS
69	127	X	X	X	X		X												X	X	V
70	128	X	X			X	X	X			X	X	X			X			X	X	
71	129			X	X	X	X							X	X						
72	130	X	X	X		X	X				X								X	X	
73	130	X	X				X	X							X						
74	131				X		X				X			X						X	
75	132																X				
76	132	X	X											X					X	X	
77	133	X	X	X	X	X	X													X	Sb, B
78	134	X	X	X	X		X										X		X	X	T
79	134	X	X			X	X												X	X	T & F
80	135			X	X		X														
81	136	X	X				X	X			X				X				X	X	
82	136	X		X	X		X														V
83	137	X	X	X	X		X												X	X	B
84	138			X	X		X										X	X			
85	138	X	X	X	X	X	X													X	B

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[1] Sports Skills Symbols: T&F, track and field; S, soccer; Sb, softball; V, volleyball; G, golf; H, hockey; B, basketball; T, tennis; A, archery.

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		MOTOR ABILITY					PERCEPTUAL-MOTOR				COGNITION						PHYSICAL FITNESS				SPORTS
Activity #	Page #	GBC	BPO	EHC	EHA	EFA	VM	AM	TM	KM	CD	FD	S	M	LA	C	AS	Ab.S.	ELP	E	SKILLS
86	139			X	X	X	X		X												
87	139	X	X	X	X		X				X		X		X					X	
88	140		X							X							X				
89	140																X				
90	141	X	X	X	X		X												X	X	B
91	142		X	X	X		X														
92	142	X	X	X	X		X		X												V
93	143	X	X	X			X								X				X	X	
94	143	X	X	X	X		X		X			X				X					
95	144	X	X	X	X	X	X	X					X						X	X	
96	145	X	X	X	X	X	X	X			X	X	X						X	X	
97	146			X	X		X	X							X						
98	146	X	X	X	X		X												X	X	T
99	147	X	X	X	X		X										X		X	X	T
100	148			X	X		X														B
101	148	X							X								X				
102	149	X															X				

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APPENDIX B

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		MOTOR ABILITY					PERCEPTUAL-MOTOR				COGNITION						PHYSICAL FITNESS				SPORTS
Activity #	Page #	GBC	BPO	EHC	EHA	EFA	VM	AM	TM	KM	CD	FD	S	M	LA	C	AS	Ab.S.	ELP	E	SKILLS
103	149	X	X																X	X	T & F
104	150	X	X	X	X	X							X			X	X		X	X	
105	150	X	X	X	X		X										X		X	X	B
106	151			X			X										X				
107	151	X	X	X	X		X		X								X		X	X	V
108	152			X	X		X						X		X						
109	153	X	X	X	X	X	X														Sb
110	153	X	X	X		X	X														Sb
111	154	X	X			X	X	X			X		X	X	X						
112	155	X		X	X	X	X														Sb
113	155	X	X			X	X														S
114	156			X	X		X							X	X						Sb
115	156	X	X	X	X		X		X										X	X	B
116	157	X	X			X	X												X	X	
117	158						X						X	X					X	X	T & F
118	159	X		X	X		X							X							B
119	159	X		X	X		X				X			X	X						

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[1] Sports Skills Symbols: T&F, track and field; S, soccer; Sb, softball; V, volleyball; G, golf; H, hockey; B, basketball; T, tennis; A, archery.

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		MOTOR ABILITY					PERCEPTUAL-MOTOR				COGNITION						PHYSICAL FITNESS				SPORTS SKILLS
Activity #	Page #	GBC	BPO	EHC	EHA	EFA	VM	AM	TM	KM	CD	FD	S	M	LA	C	AS	Ab.S.	ELP	E	
120	160																X				
121	161																	X			
122	161	X	X	X			X		X					X			X		X		
123	162	X	X			X	X												X	X	
124	163	X	X			X	X							X					X	X	
125	164	X	X	X	X	X	X												X	X	B
126	164	X	X			X	X												X		
127	165	X	X	X	X		X							X							Sb
128	165	X	X	X	X		X							X							Sb
129	166	X	X			X	X							X							S
130	166	X	X	X	X	X	X							X					X	X	B
131	167		X			X	X												X	X	S
132	168			X		X	X										X			X	
133	168		X															X			
134	169			X		X	X						X	X					X	X	

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[1] Sports Skills Symbols: T&F, track and field; S, soccer; Sb, softball; V, volleyball; G, golf; H, hockey; B, basketball; T, tennis; A, archery.

APPENDIX C

LEVELS OF LEARNING[1]

T. M. VODOLA
INSTRUCTOR

We have frequently heard the term, "intellect." What does it mean? How is it developed? More frequently we associate the development of the intellect, or the development of intelligence with the learning or understanding of facts.

Webster[2] defines intellect as the ability to understand, comprehend, reason and judge. Intelligence implies the power or ability to reach to novel situations successfully by making proper behavioral adjustments, or to see the interrelationship of presented facts in such a way as to guide action toward a desired goal.

I should like to present to you a means of defining and developing intelligence; which I refer to as "learning levels". This approach is paraphrased from material by Edwin Bloom.[3]

Learning Levels

1. Knowledge: - remembering, recalling facts, rote learning.
   The student ex. The overload principle involves lifting:
      a. 10% of maximum lifting weight
      b. 20% of maximum lifting weight
      c. 33% of maximum lifting weight
      d. 67% of maximum lifting weight
      e. none of the above as overloading implies steadily increasing the resistance as strength increases
2. Comprehension: - to express or translate in other words; to interpret the meaning of something as a "whole"; or, to predict trends from what you are presented.
   ex. The overload principle involves:
      a. maintaining the same load while increasing the repetitions
      b. maintaining the same load and repetitions throughout the program
      c. decreasing the load as the strength increases
      d. increases the strength as the repetition increases
      e. increasing the load as the strength increases
3. Application: - the ability to apply what you really comprehend.
   ex. If a student selected lateral and front lifts, heel raises, and the military press, he would be

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[1] Note to student: Questions designed on basis of knowledge = grade "C"; comprehension = "B"; application and above = "A".

[2] *Webster's New Collegiate Dictionary* Springfield, Mass: G.&C. Merriam Co., Publisher, 1959.

[3] Edwin Bloom (ed.) *Taxonomy of Education Objectives* (New York David McKay Company, Inc., 1964)

interested in strengthening which of the following major muscle groups:

a. biceps, gastrocnemius, and triceps
b. deltoids, quadriceps, and triceps
c. triceps, hamstrings, and biceps
d. deltoids, pectorals, and erector spinae
e. deltoids, gastrocnemius, and triceps

4. Analysis - the breaking down of the problem or material into its smaller parts and seeking interrelationships; this level is related to comprehension but is more complex. In comprehension, you delve into the facts and interpret; in analysis, you go beyond by making more abstract generalizations.

Ex. A tall member of your basketball squad was tested and evidenced the following: underweight, relatively weak in rebounding (jumping and holding onto the ball), and poor coordination. Which of the following training programs would you prescribe for him?

a. maximum load and minimum repetitions of heel raises, squats, lateral and front raises, and rope skipping
b. minimum load and maximum "reps" of exercises in "a" above
c. maximum load and minimum reps of heel raises, trunk extensions, trunk flexions (sit-ups), and rope skipping
d. maximum load and minimum reps of pull-overs, squats, heel raises, and trunk flexions
e. minimum load and maximum reps of rope skipping, dumbbell exercises, wrist curling and trunk extensions

5. Synthesis - the reassembling of parts into a whole that presents a picture that was not clearly seen before (creative behavior).

Ex. To determine the relative merits of a variety of conditioning programs on physical fitness, the teacher equated and divided a class of 30 students into three groups: weight training, isometrics, and calisthenics. On the basis of the following results, what inferences can you draw and what recommendations would you make?

Test Item	Pre-test			Post-test			
	W.T.	Iso.	Cal.	W.T.	Iso.	Cal.	Factor
Pull-ups	4	3	3	6	5	3	Dynamic Strength
Sit-ups	25	23	25	30	24	35	Abdominal Strength
Vert. Jump	16"	17"	16"	18"	18"	16"	Explosive Leg. Strength
Bal. Beam	160"	162"	160"	162"	163"	165"	Gross Body Bal.
Cable Jump	5	4	4	4	5	7	Gross Body Coord.
Twist/Touch	20"	20"	19"	24"	23"	23"	Flexibility
600 Yd. Run	1:50	1:49	1:53	2:05	2:08	1:46	Endurance

Select one choice from the following:

a. Weight training and isometrics are superior to calisthenics and should be used as a conditioning program to develop total physical fitness
b. Calistenics is superior and should be used to develop total fitness
c. Strength is the most important factor in physical fitness, thus either weight training or isometrics should be used as the basic program
d. The results clearly indicate the various programs have strengths and weaknesses thus eliminating the logic of selecting one program to improve total fitness
e. Since endurance is the most important fitness factor and the calisthenics best improved this factor, a conditioning program of calisthenics is recommended

6. Evaluation: - the ability to make judgements based on internal criteria (logic, accuracy, consistancy) and external criteria (reference to selected or remembered criteria).

Ex. From the following list, select the answer you believe (based on weight training material distributed) to be correct.

a. Weight training develops superior strength
b. Motivational level is higher for weight training
c. Weight training is more economical and feasible
d. Isometrics reduces total flexibility
e. W.T. can be adapted, more readily, to individual muscle weaknesses
f. W.T. is less injurious to the individual
g. W.T. develops cardio-vascular endurance
h. W.T. develops strength faster

Select one:

a. a,b, and c
b. b,d, and e
c. b and e
d. b, e, and f
e. a, c, and h

APPENDIX D

SAMPLE CURRICULUM STRUCTURE[1]

I. INTRODUCTION

T.A.P.E. is an acronym for Test - Assess - Prescribe - Evaluate. Inject this process into your sports programs and you will have a choice of meeting your accountability to educate or recreate. Students will be able to achieve at their own skill levels and yet still compete in the field of sports without having to be star athletes. This program offers an opportunity to put dignity and respect into our physical education profession.

II.PURPOSE

The purpose of this program is to take the sports offered throughout the school year and develop tests for skills necessitated in order to effectively play the sport. The sports tests should be developed to match the skill levels of the class. In order to accomplish this, students will have to be tested and grouped according to their skill abilities. This flexibility of development is left to the teachers since they are familiar with the ability levels of their assigned groups. Once the class is tested at the beginning of the year (option: tested and grouped for the following school year in June), PRE/POST test adjustments can be made in order to assure that the tests offer challenges and goals. Students must be able to succeed at some point - not always meet with failure.

III.OBJECTIVES

A. Administer pre-post-basic skills which are needed to effectively play a particular sport.

B. Administer the pre and post written test of the sport.

C. Provide specific criteria for grading skill development in sports based on a student level of skill ability.

D. Provide a written digest of the basic rules of the sport for student home study.

E. Convert raw data scores to percentiles and stanines in order to establish norms by grade level.

F. Develop a conversion table for changing index scores to numerical grade. This will provide identification of grades for improvement and achievement levels.

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[1] Dona C.Turner, Process TAPE As Applied to Regular Physical Education, Neptune Township Board of Education, Neptune, New Jersey.

IV. METHOD - The following is cited as an example:

TITLE: Volleyball

Basic skills needed: A. volley

B. serve

A. The volley (Some brief test possibilities)

1. Wall volley
   - a. Time
   - b. Accuracy
   - c. Eye-hand coordination

2. Variations for level in wall volley
   - a. Low level

     Note: Required height may be lowered.
   - b. Restraining line

     Note: Students do not have to remain behind the restraining line. The latter restrains and impedes flexibility.
   - c. Time fluctuation for volley
     1. 15 seconds
     2. 30 seconds
     3. 1 minute

B. Basic skill - serve

1. Underhand - for low level skill

2. Overhand - for higher level of skill

3. Student objectives
   - a. Higher level of skill

     To use a prescribed serve in order to succeed in playing ball over the net-in-bounds according to the rules of the game.
   - b. Low level skill

     To use a measured distance from the wall (determined by teacher observation).

C. Basic skill - test directions

1. Underhand serve
   - a.Power serve against the wall (distance from wall determined by the teacher).
   - b.Student moves closer to the net at teacher's direction as he/she experiences success.
   - c.Student serves from the regulation right hand corner of the court when he/she has met with success in steps a and b.

2. Overhand and additional underhand serves - refer to text booklet.

D. Basic skills test development
Skill tests to accommodate the skill level of the group or individuals within the group can be developed by the teacher as an outgrowth of the testing program.

V. STRATEGY

A. Pre/post-test all students

1. Physical fitness level II
2. Sports skills pre/post-test

B. Establish norms for above

C. Assign to group, based on:

1. Pre/post-test scores of above tests
2. Teacher recommendations
3. Physical/mental limitations
4. Number of students in group (class size)

Grouping Criteria

Sample of index score range for above grouping criteria

10 - 28	Adapted	Adapted
30 - 38	(40 some overlap)	D
40 - 48	(50 some overlap)	C
50 - 58	(60 some overlap)	B
60 - up		A

IMPORTANT: Do not "label" the group with letters or numbers. Use teachers name or gym area assignment. Using the letters or numbers systems tends to place a stigma on the student. In addition, it impedes motivation.

D. Group level criteria further assessed by:

1. Pre/post-test sports skills of:

a. Soccer
b. Football
c. Volleyball
d. Basketball
e. Softball
f. Flexibility

VI. SUMMATION

The entire program has been developed by a process referred to as T.A.P.E.

TEST - Pre-and post-test, thus establishing norms.
ASSESS - Above tests to comply with teacher's population.
PRESCRIBE - Set programs to assess the strength and weaknesses through testing (emphasize weakness).
EVALUATE - This should take place at the beginning, midway and at the end of each program.

SAMPLE SPORTS SKILLS NORMS

Neptune Jr. High School
2300 Heck Avenue
Neptune, NJ

9th GRADE

Pre-test: 1/80
Post-test: 6/80

	Football Throw		Basketball Dribble		Volleyball		Softball Throw		SSI		%	STANINE
Number of Pupils Tested	337	258	374	258	374	258	311	258				
	RAW SCORES		RAW SCORES		RAW SCORES		RAW SCORES		RAW SCORES			
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	%	STANINE
	47	50	26	30	42	40	75	83			99	9
	43	45	26	27	37	37	73	76			96	8
	38	41	23	26	32	35	64	68			90	8
	35	37	22	24	29	32	58	62			80	7
	33	35	21	23	27	31	56	58			75	6
	31	34	21	22	26	29	54	54			70	6
	30	33	21	22	25	28	52	53			65	6
	29	31	20	21	24	26	49	50			60	5
	26	27	19	21	22	24	45	46			50	5
	23	23	18	20	19	22	39	43			40	5
	21	22	18	20	18	21	36	42			35	5
	19	20	17	19	17	20	33	39			30	4
	18	20	17	18	15	17	30	37			25	4
	17	18	16	17	14	15	28	33			20	4
	14	15	15	15	10	12	25	31			10	3
	12	13	12	14	6	9	20	23			4	2
	11	9	11	10	2	4	16	17			1	1

COMPOSITE STA-NINES	SSI	COMPOSITE STA-NINES	SSI	COMPOSITE STA-NINES	SSI	COMPOSITE STA-NINES	SSI
5	10	15	30	25	50	35	70
6	12	16	32	26	52	36	72
7	14	17	34	27	54	37	74
8	16	18	36	28	56	38	76
9	18	19	38	29	58	39	78
10	20	20	40	30	60	40	80
11	22	21	42	31	62	41	82
12	24	22	44	32	64	42	84
13	26	23	46	33	66	43	86
14	28	24	48	34	68	44	88

Note: Where raw scores are repeated, record the PERCENTILE and/or STANINE score for the UPPERMOST RAW SCORE. (For example, a"BB Dribble" raw score of "21" reflects a percentile of "75" and a stanine of "6".)

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INDEX

Administrative Guidelines, 45
Albro, Charlene, 137
Allen, Sheryl Rene, 106
Alstrom, Susan A., 130
Amos, Dave, 171
Anger, Peg, 142

Balcerzak, Patricia, 159
Barcklow, Jack, 90
Barnes, Sandy, 121
Baum, Janet, 121
Beckett, Joseph A., 105
Behavioral Outcomes
  explanation of, 75
Boeglen, Ken, 82
Bowles, Jane, 91
Brady, David F., 123
Brenner, Henry, 101
Butterfield, Roy, 156
Butterworth, Barbara, 175

Calligeros, Lea, 112, 113
Casey, Bob, 152
Catino, Paul, 175
Cauda, Chris, 90
Citrowski, Paulette, 131
Conaway, Richard, 88
Cognitive Learning Levels, 195
  examples, 195
Content-vs Student-centered Teaching, 10
Content-centered Teaching, 10
Cox, Helen, 96
Curriculum-current emphases, 3
  definition, 10
  sample materials, 9, 71, 77
Curriculum Structure, 70

D'Alessio, Ted, 153
Day, Richard S., 159
Decision-making, 22
Deductive Teaching, 31
DeTaco, Ronald J., 103
Diagnostic-prescriptive Teaching
  application of, 20
Dissemination Strategies, 9
Dockery, Anabell, 119
Dordy, Jarct, 146
Dowd, Carrie, 173

Ellison, Joanna, 102
Evaluation, 25
  competencies required, 25
Evaluative Criteria
  explanation/example, 75

Figure Control Example, 6
Foley, Ron, 139
Formative Evaluation, 25
Fox, Mike, 171
Freeman, Gregory, 175
Frommling, Gayle, 111
Fuhrmann, Diane, 105

Ganyo, Dave, 128
Glennon, Kathleen, 118
Glover, Elizabeth G., 104
Gorham, John, 136
Graf, F.June, 138
Guided Elective Experiences
  examples, 40

Hall, Barbara E., 115
Handicapping
  criteria for selecting
  tasks/activities, 81
Harbin, Marion, 173
Hayes, Connie, 109
Helwig, Marti, 124, 135
Hemme, Katie, 133, 147
Hennessey, Linda V., 168
Herrick, Mard, 86
Hess, James P., 109
Hill, Dave, 172, 173
Hillstrom, 172
Holtz, Charles, 136, 143, 144

Individualized Educational Plan
  (I.E.P.)
  explanation of, 66
  dp process-i.e.p.compatibility, 68
Individualized Instruction
  explanation of, 42
  example, 48,
Inductive Teaching, 31
  example, 31
Information-gathering, 21
Instructional Cue Cards
  illustration, 61
Iovino, Frank, 156, 158

Jetland, Jeanette, 174
Johnson, Joyce, 125

Ka helviess, Michael, 89
Kassig, Correna, 95
Kelso, Michele, 146
Keoppel, Kep, 91
Knight, Christine, 82
Knipple, Doug, 97
Kostka, Mary, 155
Krause, Deon, 125-127

Lane, Becky, 100
Learning Stations
  examples, 43,55,58,61
  explanation of, 43
Learning Experiences, Students
  examples, 59
Lebews, Bob, 132
Lepore, Monica, 110, 111
Londas, Sandy, 93

Marra, Dan, 99
Mattke, Preston, 132
Mesche, Sandra, 114
Moede, Audrey, 172
Morrison, Pam, 118
Murphy, Ann, 145

Neville, John, 98

Officiating Example, 6,40
O'Neill, Lonelle, 120
Organizational Guidelines, 42
Oswald, Barbara, 139

Parental Reporting
  an example, 46
Patterson, Ruth, 122
Pearson, Vonnie, 127
Personalization of Instruction, 28
  examples, 28
Peterson, Dick, 134
Perry, Les, 129
Phillips, Lorelda, 151
Physical Ed., conceptual statements,16
  program status, 1
Prescription, 22
Program definition, 10
  present emphases, 3
Progress Profile, 26
Pruden, Junior, 85

Ragan, Liz, 142
Rest, Bruce, 87
Robbins, Lee Jeans, 157, 158
Rothman, Hal, 108
Ruggiero, Louis, 117
Ryser, Tom, 116

Schaar, Barbara, 134, 138
Scope and Sequencing, 170
  examples, 11, 24, 170
Slatas, Bari S., 130
Smith, Miriam, 107
Smith, Thomas, 99
Snider, Linda A. 155
Snortland, Kathy, 101
Sorensen, Kris, 94
Student-centered Philosophy
  example, 14
  guidelines, 14
Student-centered Teaching, 10
Student Role
  new, 35
  old, 2, 35
Student-centered Philosophy, 5
  application of, 28
Summative Evaluation, 25
  example, 28
Supplies and Equipment
  rationale for, 44
Suprenant, Nancy, 107

Task Analysis, 11, 78
  examples 24, 78
Teacher Role
  new, 17
  old, 2
Theory of Cognitive Dissonance, 5
Tomassi, Bill, 97
Trout, LaNelle, 104a
Tucker, Ken, 92
Tymeson, Garth, 95

Ungaretta, Fred, 83-85, 86

Wasserman, Joyce, 154
Weight Training
  examples, 53, 56
  individualized card, 64
Wolney, Kit, 103

Zinderen, Lori Van, 174